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1907

## PROCEEDINGS

OF THE

### TWENTY-FIRST ANNUAL CONVENTION

OF THE

Association of Colleges and Preparatory Schools  
of the Middle States and Maryland

1907

HELD AT THE COLLEGE OF THE CITY OF NEW YORK

FRIDAY AND SATURDAY, NOVEMBER 29th and 30th, 1907

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PUBLISHED BY THE ASSOCIATION

1908

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## NOTICE

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The next meeting of the Association will be held on November 27th and 28th, 1908, with Franklin and Marshall College, Lancaster, Pennsylvania.

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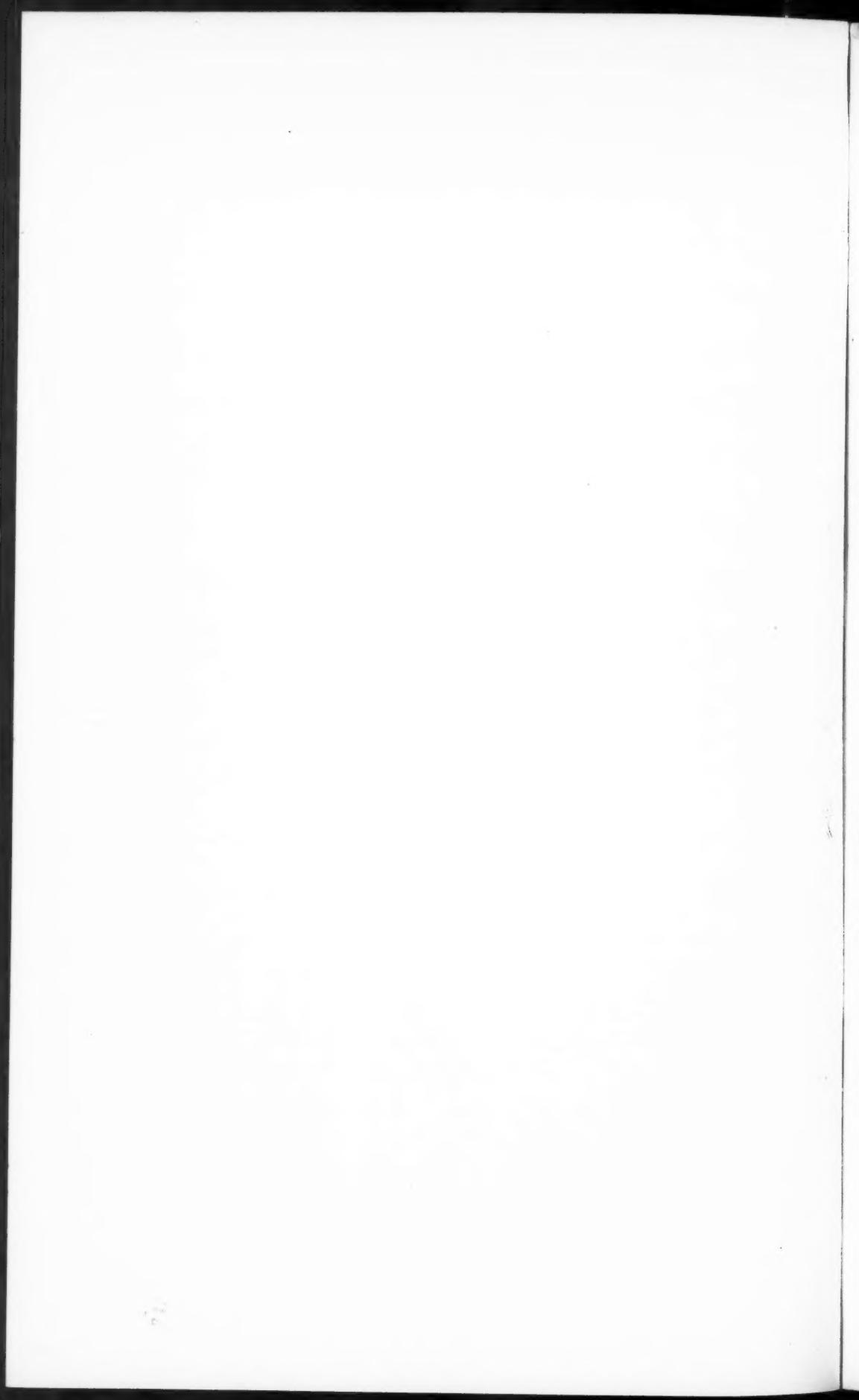
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## OFFICERS OF THE ASSOCIATION 1907-1908

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Mr. JAMES G. CROSWELL, Master of the Brearley School, New York City.

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President WOODROW WILSON, Princeton University, Princeton, N. J.

Professor NELSON G. McCREA, Columbia University, New York City.

Principal CHARLES D. LARKINS, Manual Training High School, Brooklyn, N. Y.

Principal VIRGIL PRETTYMAN, Horace Mann High School, New York City.



**TWENTY-FIRST ANNUAL CONVENTION**  
**HELD AT THE COLLEGE OF THE CITY OF NEW YORK,**  
**NEW YORK CITY, N. Y., NOVEMBER 29-30, 1907**

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**SUMMARY OF SESSIONS**

**First Session, Friday, November 29th, at 10.30 A. M., in  
Townsend Harris Hall.**

Address of Welcome:

President JOHN H. FINLEY, of the College of the City of New York.

Response:

President WOODROW WILSON, Princeton University.

Topic: "The Influence of the Present Methods of Graduate Instruction upon the Teaching in the Secondary School."

Dean THOMAS M. BALLIET, New York University.

Principal GEORGE E. MYERS, McKinley Manual Training High School, Washington, D. C.

General Discussion:

Professor ERNEST G. SIHLER, New York University.

President JOHN H. HARRIS, Bucknell University.

Professor JULIUS SACHS, Columbia University.

**Second Session, Friday, November 29th, at 2.30 P. M., in  
Townsend Harris Hall.**

Topic: "Admission to College by Certificate."

President RUSH RHEES, University of Rochester.

Report of the Committee on the Establishment of a College Entrance Certificate Board.

Professor EDWIN S. CRAWLEY, University of Pennsylvania.

General Discussion:

Opened by Professor JOHN K. LORD, Dartmouth College.

Professor JULIUS SACHS, Columbia University.

President THOMAS FELL, St. John's College.

Professor JOHN K. LORD, Dartmouth College.  
Principal VIRGIL PRETTYMAN, Horace Mann High School,  
New York City.  
Principal JAMES M. GREEN, New Jersey State Normal  
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Mr. WILLIAM N. MARCY, Mackenzie School, Dobb's Ferry,  
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Miss BERTHA BASS, Wadleigh High School, New York City.  
Principal WILLIAM W. BIRDSALL, High School for Girls,  
Philadelphia, Pa.  
Principal CHARLES D. LARKINS, Manual Training High  
School, Brooklyn, N. Y.  
Headmaster WILSON FARRAND, Newark Academy, Newark,  
N. J.  
Professor HENRY B. MITCHELL, Columbia University.  
Dr. JOHN T. BUCHANAN, DeWitt Clinton High School, New  
York City.

**Third Session, Friday, November 29th, at 8 P. M., in  
Townsend Harris Hall.**

President's Address: "School and College."

President WOODROW WILSON, Princeton University.

Reception tendered to the members of the Association by Presi-  
dent and Mrs. Finley.

**Fourth Session, Saturday, November 30, at 10 A. M., in  
Townsend Harris Hall.**

Topic: "Preparation for College as a Means of Education."

Dr. THOMAS S. BAKER, Tome Institute, Port Deposit, Md.  
Miss JESSIE E. ALLEN, High School for Girls, Philadelphia.

General Discussion:

Opened by President E. T. JEFFERS, York Collegiate Insti-  
tute, York, Pa.

Professor WILLIAM A. HERVEY, Columbia University.

Mr. JAMES G. CROSWELL, Master of the Brearley School,  
New York City.

12 M. Business Meeting and Election of Officers.

PROCEEDINGS  
OF THE  
**Twenty-first Annual Convention**

**FIRST SESSION.**

Friday, November 29th, at 10.30 A. M.

President Woodrow Wilson Presiding.

After a few words of welcome by President Finley, of the College of the City of New York, President Wilson said:

President Finley, I am very happy to acknowledge, with gratitude for the Association, the words of welcome that you have just uttered.

President Finley has been kind enough and prudent enough to say that I was going to deliver an admirable address this evening. I say prudent enough because it is always more prudent to praise an address before you have heard it than after; and therefore I shall not say more this morning than that it is a very pleasant circumstance, indeed, to find ourselves in this beautiful place.

It is true that this place stands in some senses at the gate of the continent, and yet it is not true that these buildings stand near the actual gate; and therefore it may often require some special errand to bring us this far uptown. We are very glad to have been drawn so far uptown to see this noble group of buildings, but more particularly to feel the warmth that inhabits them in the hearts and minds of the men who are conducting this institution.

You know that at Princeton we are now engaged in that new industry, the production of college presidents. We will devote a special chair to it. I mean that we expect the occupants of the chair to supply the now exigent demand for this kind of material.

Our chair of politics has been occupied so far by only two persons—by President Finley and by the gentleman who will presently become President Garfield of Williams College. I am now seeking a suitable third person, to be for a little while Professor of Politics and afterward president of some institution. I therefore feel the pleasure in listening to President Finley that one feels in listening to a home voice. It is very delightful to have known him so long and intimately as we did, and I cannot help feeling that there is in my breast some family sense of welcome here, of being welcomed to a place where at any rate a very beloved friend of ours has come to preside, and I am sure that all of you who know President Finley will share with me the feeling of personal regard and of personal gratification at the association with him. It is therefore in many ways grateful to be welcomed to this place, and I am sure that we shall feel the hospitality of it grow in warmth as the sessions continue in length.

I am now going to give myself the pleasure of proceeding with the programme of the morning, and I hope that if the speakers of the morning are both present they will be kind enough to come to the platform—Dr. Balliet and Mr. Myers.

The topic is “The Influence of the Present Methods of Graduate Instruction upon the Teaching in the Secondary School,” and I shall ask Dean Thomas M. Balliet, of New York University, to introduce the discussion.

## THE INFLUENCE OF THE PRESENT METHODS OF GRADUATE INSTRUCTION UPON THE TEACH- ING IN THE SECONDARY SCHOOL.

DEAN THOMAS M. BALLIET, SCHOOL OF PEDAGOGY, NEW YORK  
UNIVERSITY.

The Secretary of this Association, when he assigned me this subject, instructed me to present a brief paper which might form the basis for a general discussion rather than a somewhat lengthy one dealing more in detail with the various phases of this interesting topic. I will endeavor to follow these instructions as best I can.

The influence of our colleges, through their requirements for admission, upon the curriculum and the teaching in our secondary schools has been very great in the past and is still quite marked. To the colleges must be credited very largely the establishment of laboratories in our secondary schools and the consequent reform in the teaching of the natural sciences. The colleges have also in recent years greatly stimulated the study of English and of the modern languages in these schools. That this "domination of the college," as it is termed, is not always wholesome—is, indeed, in some respects harmful to a marked degree—is a familiar fact; but I take it that this is not a part of the topic under discussion.

What is the influence of present methods of graduate instruction on the teaching in secondary schools?

The main function of the graduate schools in American universities, as indeed also in those of Europe, seems to be to train teachers for the universities, the colleges and the secondary schools. Are the methods of instruction in these graduate schools as effective in training teachers for the secondary schools as they confessedly are in training teachers for the universities? Or do the general aims of these three types of institutions, and the degree of maturity of their students, require each a somewhat different training for its teachers? In what respects does the present training in our graduate schools meet the special needs of teachers in our secondary schools and in what respects does it fail to do so? These seem to be the questions suggested by our subject.

Comparatively speaking, only a few teachers now teaching in secondary schools have done any graduate work at all. But there is no doubt that the effect of such graduate work upon those who have enjoyed it has been to elevate their ideals of scholarship, to give them a more thorough grasp of the subjects which they are teaching, and to develop in them more strictly scientific methods of study than mere collegiate training can give. But does it adequately fit them to present the subjects of the secondary school curriculum as they should be presented to the relatively immature minds of the boys and girls who attend these schools? If not, wherein lies its weakness and what is the remedy?

I will try to suggest tentative answers to these questions as a basis for fuller discussion, and I will do so briefly, and, for the sake of brevity, dogmatically.

The best graduate schools in this country, as in European countries, make it their chief aim to train the student in methods of scientific research, and require of him a thesis for the doctor's degree which shall not only prove his familiarity with scientific method but shall also make an original contribution to human knowledge. It is quite true that this ideal is frequently not realized, yet it determines the method of instruction, and it makes it necessary for the student to confine his special investigation to a very limited portion of a single science.

It is a commonplace to say that the thorough investigation of a single problem in any science necessarily touches upon many phases of that science and upon related sciences; yet such study of the broader field of science is only incidental to the particular problem to be investigated by the student, does not give a true perspective of the field as a whole, and does not arouse an interest in it as a whole. Such thorough training in a limited field, involving a high degree of specialization is just the training required to fit the student for the position of teacher in a university and of the upper classes in a college, but it fails to give that broad interest in and mastery of a group of related sciences which fits a teacher to do effective work in any one of them in a secondary school. In our large city high schools specialization among teachers has already gone too far. It has the effect of narrowing their interest and finally their scholarship, for in a secondary school the treatment of all subjects must be quite elementary, and the relations between the various subjects must be

constantly brought out. A teacher of physics should be prepared also to teach chemistry, geology, and astronomy; a teacher of Greek or Latin should be prepared to teach either language, and also Greek and Roman history. He will teach these languages the better if he also teaches classical history, which will enable him to give the historic setting of the literature which he is reading with his classes. It has been said that George Washington to many people is nothing but a steel engraving; we must see to it that in teaching Latin Cæsar is not merely a book called the Gallic War, and Cicero a certain number of orations.

The highly specialized training of the best graduate schools seems to make it difficult for the young teacher to view his work from the standpoint of his pupils rather than from that of his subject. It is absolutely necessary that the chief interest of the teacher in a secondary school be in his pupils rather than in his subject; and the perennial source of interest in secondary school work must be in the new problems which each new class, and, indeed, each new pupil, presents, more than in any researches which the teacher has the time and strength to make in his special field. A teacher in a secondary school whose deepest interest is in his subject will find, after a series of years, secondary school work exceedingly disappointing and uninteresting. Such work is altogether too elementary to be a source of inspiration from the standpoint of scholarship, and it is altogether too taxing on one's strength, because of its amount, to make it possible privately to pursue one's specialty in its higher departments. A teacher who is required to teach Latin or mathematics for five hours during the day is not likely to read Tacitus or study the calculus in the evening for pleasure. In short, in the secondary school, as in the elementary school, the teacher's interest must be in his pupil more than in his subject, and it would be well if this were more the case in our colleges than it is; while in the university, where the student is mature and is prepared for advanced specialized study, the interest of the teacher may well be chiefly in his subject.

To the immature mind interest in natural science, and to a large extent in mathematics, lies not in the pure science, but in the applications of the science to the phenomena of nature and to our industrial and social life. The establishment of laboratories in our secondary schools, while it was a great step in

advance, has not developed, after all, an interest in science to the extent it was hoped it would. Compared with the total attendance, the classes in physics in our public high schools are phenomenally small and have been decreasing for a series of years. Biology has never been a popular study. The classes in chemistry are also relatively small. Now, the natural sciences are intrinsically interesting to pupils of the secondary school age if well taught, and when they are not, the teaching is at fault. In our laboratories the pupil makes his experiment, observes the result, formulates a generalization and writes it in a notebook. That, in most cases, is the end of it. He does not know what his generalizations mean beyond the fact that they seem to explain the phenomena observed in the experiment, and these phenomena are neither intrinsically interesting nor exceptionally important to him. If, on the other hand, the teacher would take these laws and principles formulated in the laboratory out of doors and lead the pupil to use them as a key to unlock the mysteries of physical nature and of life, they would acquire a meaning for the pupil and an interest which they cannot possibly have as mere generalizations. There is more educational value, to an immature mind at least, in knowing one principle in physics and seeing fifty applications of it in the interpretation of the phenomena of nature or the facts of life than in knowing fifty principles as mere generalizations of the laboratory. There is no reason, for example, why in physics the whole of meteorology in its elements should not be taught, for it is little else than applied physics. In like manner chemistry should be taught in its application to everyday life, and biology should be treated in a way to show its practical application to agriculture, the industries and to the problems of personal and public hygiene.

In short, the sciences should be taught as applied sciences to beginners in secondary schools for the purpose of arousing a deep interest in them; in college and the university they may be taught in their more abstract form as pure sciences, and in the higher technical school they must necessarily again be taught as applied sciences for practical reasons.

In like manner mathematics can be made to appeal to pupils of secondary schools much more strongly if the application to the conditions of life are emphasized at every point before they are studied in their abstract or pure form. The present move-

ment among teachers of physics and also among teachers of mathematics to make these studies more real and more vital in secondary schools by relating them to life is one of the most hopeful movements in secondary education that has developed in recent years.

Now, the contention is that the graduate instruction in our universities does virtually nothing to fit a teacher to teach either science or mathematics in this vital way in secondary schools. It may even be possible that the highly specialized training of the graduate school, to a certain extent, unfits the student to do this sort of teaching. However that may be, I state a well-known fact when I say that not one in fifty of the men and women who take the doctor's degree in science or in mathematics has the least conception of the problem before him when he begins teaching in a secondary school.

In literature the training in our graduate schools is too analytical, too philological and critical to give a student the best preparation as a teacher in a secondary school. In this respect the training in our graduate schools, together with the requirements of admission to our colleges, largely vitiates the teaching of English in our secondary schools. It is true that the colleges and universities have aroused a deeper interest in English in secondary schools, but they have done virtually nothing to point out a better method. We might say, in a general way, that the methods of the university and of the college have got into our secondary schools and vitiated the teaching of English. These methods are not always good even for college and university students, and they are very generally bad for secondary school boys and girls.

Literature is essentially art, and it must be taught as art. It must be made to appeal powerfully to the imagination and to the emotions; it must hold up before the pupil's mind right ideals of life, must interpret life to him, and must minister to his spiritual development. Indeed, in its higher functions it is closely allied to religion as a factor in the pupil's spiritual growth.

Now, literature cannot be made to appeal to the pupil in this way when treated analytically, philologically, or critically. To treat a work of art in this way in presenting it to immature minds is to destroy it as a work of art. We do not get the meaning of the *Venus de Milo* or the *Apollo Belvedere* by mak-

ing a chemical analysis of the marble, nor the meaning of sorrow by knowing the chemical ingredients of tears and the physiological mechanism of the sigh.

To present literature in this vitalizing way it is above all necessary that the teacher be a person of artistic rather than scientific temperament. As the scientific temperament is usually unfitted to produce literature, so it is generally unfitted to teach it, and when a person attempts to teach literature in a secondary school, as sometimes happens, who is neither scientific nor artistic in his temperament, it is much easier to foretell what he will not do than what he will do. He who has no poetry in his own soul cannot make poetry vital in the life of others.

In the next place, the interpretation must be artistic, not scientific; it must be concrete, must present living wholes, not dissected parts. The most effective interpretation of literature is the artistic oral reading of it, and every teacher of literature in a secondary school should be a good reader. Literature should be so taught as to create a deep love for it. Analytical and critical methods do not accomplish this in secondary schools. Even in our adult years when we wish to read for pleasure we instinctively avoid the school editions of the English classics, with their pedantic, impertinent footnotes.

While I am not competent to criticize in detail the teaching of literature in our graduate schools, I know that the teachers trained in these schools do not, as a rule, teach literature as art when they begin work in secondary schools; they emphasize altogether too much the critical, analytical and historical phases of the study to make it mean what it should to boys and girls in their teens.

This treatment of literature involves necessarily also the careful selection of what is to be read with special reference to the needs of immature pupils. This is a matter which it may not be the province of the graduate school to deal with, as it is primarily a pedagogical problem, and yet the graduate school might at least impress upon the student who is to go into secondary school work the importance of the problem, and the college might help to solve it by prescribing the right kind of literature in its admission requirements. It is difficult to determine on what principles much of the English now prescribed for secondary schools is selected, except that it must be out of copyright and must lend itself readily to examination purposes.

**What are the remedies?**

I venture to suggest, in a purely tentative way, the following as possible but perhaps only partial remedies.

The graduate school might make a distinction between two classes of students, those who are fitting themselves to teach in universities and colleges and those who are preparing to teach in secondary schools. The former might be required to limit their study to a narrow specialty, to carry on an exhaustive research, and produce a thesis which not only shows a mastery of scientific method but also gives evidence of productive work and makes a contribution to the science to which it relates. The latter might be allowed to work in a broader field, to acquire a fair mastery of several related sciences, without being required to specialize narrowly, and be permitted to present a thesis which gives evidence of their having made themselves familiar with the methods of research in the subjects which they expect to teach without requiring them to make any strictly original contribution to their specialty.

No university lives up to its ideals to the extent of requiring in all cases an original contribution to science for the doctorate. The number of brilliant discoveries made by young doctors of philosophy is remarkably small. What I am advocating is therefore not a lowering of the present standards of graduate work, but rather a frank recognition of these standards as they actually exist, and an intelligent discrimination between these two classes of students.

If it should be objected that this would make the promotion of teachers from secondary schools to universities very difficult, it might be said in reply that such promotions are so rare in this country, and in Europe as well, that this is a wholly secondary consideration.

The treatment of literature as art in our graduate schools, at least in the case of students who wish to fit themselves for positions in secondary schools, might profitably be emphasized more than it is, much as our best graduate schools are now doing in this direction.

It would probably not vitiate, much less contaminate, as some persons imagine, the teaching of pure science and pure mathematics in our graduate schools, if some considerable emphasis

were laid incidentally upon their application, at least in the training of teachers for secondary schools.

As a student and teacher of pedagogy, I am probably far from impartial when I suggest that the most important remedy would be to oblige every student in a graduate school who wishes to teach in a secondary school—or in a college—to study education both as a science and as an art, and make himself familiar with the best methods of teaching the subject which he is fitting himself to teach. In Prussia such training is a universal requirement of all candidates for positions in secondary schools, and the day is not far distant when the same requirement will be made in the progressive States of this country. The rapid development of departments of education and schools of education in our colleges and universities indicates that there already exists a wide recognition of the need of such training. Many teachers in colleges and universities have not in the past looked with much favor upon the department of education, and some of them still view it with a certain misgiving such as one naturally feels in the presence of the unknown; but more light is also bringing more sweetness, and their attitude is becoming steadily more friendly as these departments are growing in efficiency and in strength.

## THE INFLUENCE OF THE PRESENT METHODS OF GRADUATE INSTRUCTION UPON THE TEACH- ING IN THE SECONDARY SCHOOLS.

DR. GEORGE E. MYERS, PRINCIPAL OF THE M'KINLEY MANUAL  
TRAINING HIGH SCHOOL, OF WASHINGTON, D. C.

A few years ago, while a student at the University of Chicago, I heard the late President Harper predict that the day was not far distant when the degree of doctor of philosophy would be as necessary a qualification of the high school teacher as was the bachelor's degree then. While the day has not yet arrived, there is much evidence of progress in this direction. Everywhere the secondary teacher is required to measure up to higher standards of scholarship. The teacher with graduate training is appointed over the one without it, and the one with two or three years of such training over the one with less. And, all things else being equal, promotion comes more quickly to the teacher with extensive graduate training.

The high school is in this way coming more and more under the direct influence of the university and of the methods of university instruction. The university is also influencing secondary education strongly through the colleges. Most high school teachers have studied in the colleges under professors, and especially under instructors, who follow closely the methods of teaching with which they became familiar in the days of their graduate study. College entrance requirements, the discussions of such gatherings as this, and the preparation of secondary textbooks by college and university professors also serve to extend the influence of the universities over secondary instruction.

It must be recognized that methods of graduate instruction differ more or less in different universities. One university which I might name stands pre-eminently for research from the time a student matriculates until he secures his doctor's degree. Another institution places greater emphasis upon its regular class work, particularly during the earlier part of the course. Again, these methods differ considerably in different departments of the same university. The nature of the subject has much to do with determining the method of teaching it. Graduate history must, in

many respects, be taught differently from graduate physics or psychology, and graduate mathematics differently from graduate English. It would be interesting and profitable to discuss the question before us for each subject of the high school curriculum separately, but lack of time forbids. There are, however, certain well-known general characteristics of present methods of graduate instruction which are common to all universities and to all their departments. These only can be considered in this brief paper.

In considering these characteristics of graduate teaching, with a view to determine their influence on secondary instruction, it is well to bear in mind that I am not discussing the wisdom of these methods in the graduate school. It is for university presidents and heads of departments to determine the proper aims of university instruction and the best methods of attaining these aims. Nor am I discussing the value of graduate training for the high school teacher. Every sane educator recognizes its value, and would have more of it rather than less. It is, however, not only the privilege, but the duty of the secondary school principal to inquire in what respects university methods make for efficiency and in what respects they make for inefficiency in secondary teaching.

The lecture method has come down from the university and the college into the secondary school. Every principal of a large high school is familiar with it in at least some of his departments. English and history lend themselves to this method more readily than other high school subjects, but none are entirely free from its influence. We find a physics lecture-room, a biology lecture-room, and a chemistry lecture-room in all of our best high schools, and the lecture method has given them this name.

There can be no question that this method has done much to make the secondary teacher superior to and independent of his text-book, teaching the subject rather than a book. If wisely used, it widens the pupil's outlook on the topic of the lesson and helps him to see its relations to other topics. On the other hand, this method is frequently used in such a way as to scatter the pupil's interest over too broad a field, to lead his attention away from the essential facts of the lesson. Too often it serves to show the teacher's superior knowledge rather than to enlighten the pupil. If the lecture is to be of the greatest permanent value to him, he must take notes and study these notes later. But the

average high school pupil is slow at note-taking, and misses much that is important. He does not take notes at all unless he is pretty sure that questions will be asked about the lecture later, perhaps in examination. Some time ago, while visiting a third-year high school English class, I heard a university trained teacher give what was to me a very interesting account of the development of the drama. Pupils were given much information not found in their text-books, and undoubtedly secured a wider outlook on the topic of the lesson. But none of them took notes, and I have reason to believe that the teacher did not follow up the lecture later with questions on it. Furthermore, much of the lecture was beyond them. It was suited to college or university classes, rather than to high school classes. The real difficulties of this method in the secondary school are, first, that the teacher loses sight of the proper aim of the high school, and, second, that he does not take sufficient account of his pupil's stage of development. More will be said about these difficulties later.

To be sure, research, in the sense of carrying on original investigations with a view to adding to the sum of human knowledge, has not found its way into secondary schools. But the simplest laboratory experiment has in it the essential elements of research. It is an effort to find out first hand what will happen under given conditions. That the same thing has been found out a thousand times before in the same way, and that it is now found out under the direction of a teacher, does not alter the fact that the research method is employed. And it is obvious that the research spirit in the universities has had, and is having to-day, a tremendous influence in developing the laboratory work in our secondary schools.

Another aspect of the research method—the investigation of original sources—has also influenced secondary instruction strongly, particularly in English and history. The high school pupil of to-day does not, to be sure, make an exhaustive study of sources, as a graduate student does, but he is frequently referred to the library to look up fuller information than his text-book affords on the topic in hand, or is assigned some special topic upon which to report. He is required to become more or less familiar with many of the sources of information from which the author of his text-book drew. That this is due, directly or indirectly, to the influence of university work cannot be ques-

tioned. In Nebraska, the State University requires that all high school history work be done by the source-method if it is to be accepted for entrance to the college work of that institution.

But the influences of the research method upon secondary instruction are not wholly good. High school students everywhere are suffering from misguided efforts at its introduction. Teachers fresh from college or university, and experienced teachers who are too much under the spell of college entrance requirements, are often disposed to bring over the method almost bodily from the higher institutions. Many secondary teachers of biology attempt to require of their pupils careful and accurate microscopic work upon a small number of species when it is far more important that these boys and girls should become interested in a large number of the myriad forms of life by which they are surrounded. High school teachers of physics contend that their subject cannot be successfully taught below the third or fourth year of the course. It cannot, as most of them teach it. Let them adapt their methods of teaching, and the amount of the subject taught, to the early adolescent stage of development; let them be more concerned about putting the pupil in touch with his environment than about preparing him for college, and physics can be made a fascinating and profitable study for first-year students. These students will not measure up to the college entrance requirements in the subject, but that is another matter. Those who drop out of school during the first and second years will then have something which means more to them than if they had devoted all their time to language and mathematics.

A third characteristic of graduate instruction of importance to us is the greater emphasis on the theoretical and the abstract than on the practical and concrete. The university professor seeks to interest his students in causes and principles more than in phenomena. He appeals to the scientific and critical attitude of mind. He reduces the illustrative to a minimum. He often considers a single statement of a proposition sufficient. All this is suited to the mature graduate student, and may not be entirely out of place with the college student in the later years of his course. But many a secondary teacher, particularly in the early years of his experience, works with disastrous effects along the same lines. Recalling that his study of literature in the

university was critical, he encourages the development of a spirit of literary criticism in pupils, when they need to have developed above all else an appreciation of the masterpieces of literature. Or, remembering that algebraic principles received great emphasis in his higher mathematics, he attempts to make his pupils master principles underlying algebraic operations when they do well if they master operations and formulæ. Whatever the subject taught, this teacher fails to illustrate sufficiently, lacks concreteness and teaches over the heads of his pupils. The high school pupil is not naturally critical. He is interested in action and phenomena rather than in motives and forces. Facts and operations appeal to him more strongly than theories and principles; the concrete than the abstract. The trouble is the same that has been pointed out before, viz., adopting university methods without adapting them, or without even trying to determine whether they can be adapted.

It may also be noted that nearly all high school text-books prepared by college and university men place too great emphasis on the theoretical and the abstract. Professor Slaught, of the University of Chicago, in a recent article in the *School Review*, speaks of "the increasing tendency of the text-books to force the recondite reasoning and theoretical side of the subject (mathematics) farther and farther down in the course, so that the beginners become appalled, discouraged, and not infrequently overwhelmed." These writers of text-books who teach in colleges or universities are accustomed to deal with more mature minds than those of secondary pupils. They are also apt to place undue importance upon those aspects of the subject which, in their judgment, fit the pupil for college work.

No doubt there are other characteristics of university instruction which exercise a considerable influence on secondary teaching. But these suffice to bring out clearly the general character of this influence. With the humanities, it is in the direction of broadening the teaching, making it less a matter of text-book and more a matter of subject. It makes the teaching of sciences less didactic and more investigative. On the other hand, the influence is in the direction of the abstract and the theoretical rather than the concrete and the practical. It favors the development of the critical attitude at the expense of the appreciative. It tends to make science teaching intensive in character. It

places, or tends to place, greater emphasis on the *subject* than on the *pupil*.

The question now arises, "How can the secondary school profit by the helpful and avoid the harmful influences of present methods of graduate instruction?" I have already indicated that the trouble is not so much with the university methods, *per se*, as with the secondary teacher and text-book. The secondary teacher fails to keep sharply in mind two things—(1) the difference between the aim of secondary instruction and the aim of university instruction, (2) the adjustment of matter and of method to the pupil's stage of development.

The aim of university instruction is to make specialists; the aim of high school instruction is chiefly cultural and practical. The aim of university instruction is intensive; of high school instruction, extensive. The university student has found himself, has learned to depend on himself, has fixed habits of study and of work, has gained control of his emotions and impulses in pursuing his course with a definite purpose. The high school boy is in the throes of a physical and emotional change fraught with great possibilities; he lacks the power of concentration, he is just forming habits of study, has begun to feel the liberties of self-dependence without its responsibilities, has as a rule but a hazy notion of the purpose of his work. The celebrated neurologist, Clouston, has said, "The brain at eight and the same brain at twenty-five might belong to two different species of animals, so far as its essential qualities go." The high school student is in the midst of this change, the university student is just completing it.

There is, therefore, but one answer to the question asked a moment ago. If you would have your secondary schools profit most from the methods of graduate study, give your secondary teacher *professional training* as well as extensive training in the special subject he is to teach. Be sure that he has definite and correct ideas as to the aims of secondary education, that he is familiar with the psychology of interest and suggestion, that he knows the psychology of adolescence, that he has had a "definite course in recasting his subject from the pupil's point of view," and you need have no fear of the influence of present methods of graduate instruction upon the work of the secondary school.

## GENERAL DISCUSSION.

PROFESSOR ERNEST G. SIHLER, NEW YORK UNIVERSITY.—It so happens (I think I am excused if I point to a matter of personal biography) that my life has been somewhat more proportionately allotted first, to secondary work, then to college and graduate work, the latter considerably overbalancing the former. All this, however (if I may be again excused), followed upon six years of exclusive graduate work; therefore giving not only a very remarkably healthy life to education and research, but favored in many ways by a wide knowledge of both sides of the Atlantic, what they are doing and what we are doing as well—I beg to speak to you of the two things that are in my opinion defective—defective in our secondary schools.

I believe that it was the influence of President Eliot that put everything in the high school on a level of equivalence. Now, ladies and gentlemen, this I consider a most deplorable and vicious condition—that the high school has been somehow hot-housed into a small university. That is in itself a thing that no nation on the globe has ever undertaken to do; but we do. Now we (I am a native, also, I have to assert)—we are experimental, we are mechanical; we are the greatest mechanical nation on the globe. Out of the success, of the remarkable success that we have had, not only in making polities, constitutions, settling them on the whole successfully, but also in conquering a continent, in finding mechanical devices to put almost every force of nature into the service of our material civilization (because after all that is the main thing, not into our intellectual civilization at all; because that remains with the spirit, and no machines will do anything to advance that); I say out of this we have got the ruinous idea that *all* subjects must be taught in a high school. That, in the first place, I consider a thing that we have somehow or other (if not we, then the next generation) to abandon. The child at that stage is not fit to study *any* given thing out of all possible things—study in the higher sense.

I read with critical care not long ago the volume of educational essays which President Eliot has published. There we have some great qualities, a broad view, but also the chemist's characteristic conception: any subject is matter (with the chemist, of course,

all is matter), that any subject is matter, and any matter may be subject, and that if we only apply a certain amount of method and concern we will get the same pounds, the same ounces, the same amount of educational benefit and results. No other nation in the world undertakes to do what we do, whether preparing for college or giving a general education terminating with that stage of work. This scattering, as I would call it—this scattering (based on a mechanical conception of things) which we perpetrate—we don't hurt other nations by it, because we are more insular, but we do injure ourselves. Let me call your attention to a great fact: we are a great deal more insular than the English are. You see, the English are separated by the Channel, and it is a great cleavage for politics and climate, but it is not a cleavage, sir, for culture; but we are separated by oceans east and west. The Canadians in the Rhodes scholarship competition, as well as the Australians, have made us to blush by the shallowness and the poor classical knowledge of the young men that we have picked out and sent to Oxford. And then we were told to console ourselves, that our young gentlemen could jump high with their legs; that they could run within the ten seconds, and do other things as relevant as these. That was our consolation; and our journalistic brothers no doubt thought it was a force—a greater force, and on the whole it was *our* way of excelling; therefore, what was the use of fussing about the classics? I say this insularity has tempted us to these varied methods of what I call tentative or experimental things in dealing with the tender powers of the young.

We must bring our high schools down to a smaller number of great subjects. Of course, the idea of bringing the university or college into the high school, that method strikes me as a paradox of crudity, as absurd, deleterious, and pernicious. On the other hand, I will say this (and I say it on the basis of successful teaching in the secondary schools many years ago): you cannot know too much to teach a child. It is absurd to say that if your knowledge is limited, if your culture, your professional culture, is the more limited, the better will you teach. It is a deplorable and a mechanical conception of the truth. You cannot know, you cannot divine at what moment the divine scintilla of concern and profound interest may be evoked from your class or body of children or young people. That is the moment to forge; that is the moment to build. You will not fail. It is your

duty to kindle that spark, to bring interest to that moment of life and growth. If you have a wide knowledge, why, you can, of course, bring in many things from the wide knowledge that is at your service that will produce that glorious, genetic bound in the intellectual life of the class and the pupils constituting it; but if you merely are a machine (I know there are a great many; I am sorry to say there are a great many such machines in secondary teaching), a machine that presses certain buttons, that has pressed them often, that turns certains wheels, asks certain questions, gets certain answers, and perhaps these answers are given with a good deal of glibness; but there is nothing appreciative in the souls and minds of those children. You could make a brave showing before your principal, a very brave showing before your State or school superintendent, and you have really taught not at all; you have merely touched certain buttons and got certain reverberations.

That sort of teaching, I am sorry to say, is still greatly abounding in our land. I hope that the time will come when we will abandon the idea that our high schools are little universities; when we will actually cut down the subjects and limit them and make them thorough, and not treat the child as a little man. It flatters (of course, it flatters) us; it flatters a certain element of egotism in us that we can point to all these brave outward paraphernalia of mechanism; but it is not teaching; it is a form of civic parade; but it does result in one thing, in considering as a basis, as a foundation, something which simply turns out later, in the maturity of life, to have been a painted piece of cardboard.

PRESIDENT JOHN H. HARRIS, BUCKNELL UNIVERSITY.—One point we cannot emphasize too much, a point that was brought out by all three of the speakers, that is, the necessity of training the graduate, either of the college or of the university, to teach. A good deal of the work of the colleges and universities is neither teaching nor investigating; it is simply talk. Learned talk often; eloquent sometimes; but still talk.

Teaching in a great many places is getting to be a lost art. It is so much easier to talk than to teach, and so much more pleasant (at least for one party), that when a man once gets into that habit it is very unlikely that he will ever recover; and when it becomes the dominant method of an institution it is not likely that the institution will change.

Now, in all the essentials of education, in thoroughness, in exactness and in the power of earnest and prolonged attention, we have to depend more and more upon the teacher in the secondary school, and if the youth are to receive such education they must get it, for the most part, from the secondary schools, or else they will not get it at all. So we cannot emphasize too much the necessity of preparing in the colleges and universities for the kind of teaching that should be done at the stage of development of the secondary school, and not import methods some of which are suitable enough for graduate work, but are wholly unsuited to students either in the secondary schools or in the first years of college.

PROF. JULIUS SACHS, TEACHERS' COLLEGE, NEW YORK.—The same topic which is now under discussion will engage the attention of this gathering during the greater part of its session. The homogeneousness of the programme is remarkable; the discussion to-morrow will certainly be very closely affiliated with this subject.

I feel, however, that several points touched upon this morning in the two papers ought not to go without further emphasis; particularly in Dean Balliet's paper there were a number of points that ought to convey a sense of responsibility to those who have the training of the future secondary teachers in charge, and certain of the prominent institutions in this country are recognizing very distinctly this one limitation which has been brought to our notice: that the very intensity of research, the high degree of specialization, brings about almost inevitably a narrowness which it should be the province of the university to counteract. In one institution at least that need is distinctly recognized, and an attempt has been made to widen the horizon of the graduate students by a series of non-technical lectures aiming at this very point: to open the minds of the students to the fact that their particular subject is only one branch of information, and that its real value consists in their appreciation of the attainments and the progress in other lines of work. That same difficulty, resulting from excessive specialization, which our graduate students feel when they go out into teaching—or ought to feel—has been recognized elsewhere. It is not peculiar to ourselves, and if there is any crumb of comfort in that, we may take just so much comfort from it. To a degree the same thing holds in

France and Germany, and it has been proclaimed distinctly in Germany that there ought to be a type of scientific training in the universities making directly for the future educational work of the secondary teacher.

They have been trying to create there a development which it is a little difficult to render by an English term. They are speaking now of "Schul-wissenschaften"—the treatment of the various subjects with a view to their application in the schools. A man may carry on mathematical instruction of a high order in the university, but may never feel how the work that he has been undertaking bears upon its service to the school. It should be the province of at least one man in every faculty to cultivate that sense of utilization that cannot be expected of all men (those who are given to research may not be drawn to that line of work); but in view of the fact that so many of our teachers—so many of our graduate students—do enter the field of secondary education, especially in women's colleges, it seems to me that that ought to be a need more and more felt: the creation in every faculty of a certain line of work which shall link the work—the highly specialized work—to the future service of the secondary school. Probably many of those defects that Dean Balliet called attention to so effectively would disappear; for instance, this wholesale transfer of the laboratory method to the secondary school. Those very ones of us who welcomed the name and the idea of the laboratory method when it first was ushered into existence have had reason to deplore its efflorescence. "Laboratory method" is applied everywhere, not only to the sciences, but the name is applied to history and is applied to English, and the dissecting process, which may be more or less proper on the biological table, is also applied to English literature, with very sad results, as has been outlined.

The counterbalance must be furnished by the university men. They have led in introducing this new idea; let them also lead in applying the corrective.

## SECOND SESSION

Friday, November 29th, at 2.30 P. M.

### ADMISSION TO COLLEGE BY CERTIFICATE.

PRESIDENT RUSH RHEES, UNIVERSITY OF ROCHESTER.

I interpret the task that has been assigned to me this afternoon literally and rigidly in the terms that have been used by the presiding officer, namely, that of introducing a topic on which I am confident there will be so much divergence of opinion that the discussion will be exceedingly active and alive.

It is unfortunate for me—in one sense unfortunate for you—that in giving consideration to this topic I have not had the opportunity to inquire into the history of the certificate system of admission to college. It would be an exceedingly interesting matter to know how colleges first came to accept the word of the principals of schools concerning the competency of students to do college work, in lieu of their own established customary method of examination of such candidates for admission to college. Not knowing anything about that subject, I have the temerity to express the suspicion that the certificate system, now widely spread, owes its origin in some measure to an altogether unhealthy condition in our academic life, namely, a competition between colleges for students. Anything which will reduce the difficulty of admission to college, in the mind of students seeking such admission, operates in a certain measure as a premium in the attractions which a given college is able to offer, and I fancy that those of us who represent colleges which practice the reception of students by certificate must frankly acknowledge to ourselves this possible element of weakness. I think that the acknowledgment of this fact will not in anywise veto an ultimate acceptance of the certificate principle, if we shall find that it can justify itself to our judgment on other grounds. This acknowledgment may, however, make us more conscientiously careful that the judgment which we form shall be based upon sound educational principles.

The admission of students to college in this country is determined, I think we may say now, by four different methods:

First, the old-established and well-recognized method of examination of the candidates by the institution at its own doors, or by its representatives in different parts of the country—the method which is practiced, so far as I am aware now, without exception by Harvard, Yale and possibly some other institutions. Secondly, because of the perplexity which arose in the minds of teachers preparing students for colleges, owing to different standards and definitions of entrance requirement, there developed, through the instrumentality of this Association, a Central Board of Examination, which conducts examinations set by its own representatives, examinations read by its own officials and rated by them; the results of the examinations so taken to be reported to the colleges interested, without recommendation as to what they should do with the reports so submitted. This is the work, as you all know, of the College Entrance Examination Board. To all intents and purposes it is identical with the system of examination by the individual college at its own doors, having only this advantage, that, in the first place, it enables students to take their examinations more at their convenience in different places throughout the country, and, in the second place, both unconsciously and avowedly it operates to reduce superficial differences and to bring a greater uniformity not only into the definition of requirements, but into the standard of examinations. It is, therefore, from the point of view of the examination system, a marked and definite advance.

A third method prevails very largely in the State of New York which interests also the colleges outside of the State of New York which receive students from that State, and that is the system of State examinations, conducted for the schools of the State, not primarily with a view to the admission of students into college, but with a view to determining the competency of students to receive graduation from secondary schools. This system of the Regents' examinations is similar to the system of examinations by the colleges in this respect, that it is a system of examination conducted by a body independent of the teaching force, and conducted by a body, therefore, unacquainted with the student to be examined.

The fourth system is that which we are particularly discussing this afternoon, which may be defined as an examination of schools rather than of students, whereby colleges or their representatives

have satisfied themselves that the work in preparation for college in any given school is of such a character that the college is justified in accepting the judgment of a school with reference to the fitness of an applicant to take college work. This judgment is expressed in the certification of such a student by the principal of the school. How that principal may reach his conclusion that a given student is competent to do college work is in a measure none of the college's business. He may reach the conclusion by conducting his own examinations; he may do so on the basis of his experience with that student through a period of four years, testing him by repeated examinations, or by the daily work, or in both ways, or in any way he pleases.

The principle which justifies in any measure the adoption of the certificate system for admission to college is simply this: that there is large advantage to be got from the judgment of a man acquainted with an applicant concerning that applicant's competency to do the kind of work which he will be asked to do in college. Now, those colleges which are willing to accept students on certificate justify, and may justify, that willingness on the ground that the experience of the colleges which admit only on examination is not such as to indicate the infallibility of the examination method. It happens often enough to be worthy of comment that an applicant by good luck or by cramming may find himself competent to meet the requirements set in the college's examinations, who then afterwards will prove to the college that in spite of his success in passing those examinations he is not fit to do college work. It may happen—has happened often enough to be a subject of consideration—that another student who, because of nervousness, of the strangeness of the situation and accidental peculiarities in the questions, does not succeed in meeting the college examinations, is nevertheless competent to do the college work. I have vividly in my memory the case of a man who entered college at the same time I did, and by examination as I did, of whom I was told shortly afterwards that his conditions upon that examination were so serious and so many that it was only with the utmost hesitancy and after long deliberation that the Faculty determined that he could be given a chance in the college; yet he took the prize on commencement day, was easily one of the leaders in the class, later took his doctor's degree, and is now teaching in a college in one of the Western

States with much distinction. The examination system rigidly enforced, without regard to the individual peculiarities of his case, would have thrown that man out, and I believe his case is not exceptional, but, as I have already stated, sufficiently illustrative of a frequent occurrence to be a matter for reasonable consideration.

We have, therefore, before our minds essentially two systems of admission to college: one by examination of the applicant by a body unknown to him, and not knowing him, and not acquainted with the character and the extent of the work that he has pursued in his school; the other, the admission to college on the basis of the statement of a man who stands in a position to know, to the effect that a given applicant for admission has done the work that is asked for by the college, and that he has done it with sufficient excellence and a sufficient degree of success in attainment to justify his going on into college work. Now, this certificate system prevails almost universally in what may be called the smaller colleges of the country. It is accepted in some of the larger colleges of the country. Yet I believe I am testifying the truth when I say that at the present time, at any rate outside of New England, there is probably no Faculty that does not express often to itself its conviction that the certificate system *as at present developed and administered* is unsatisfactory; that it has revealed certain definite weaknesses; hence it is of the very first moment that we determine whether or not those weaknesses are essential.

There is, on the one hand, the weakness which centres in the college administration, due to what I have ventured to suggest may have led at first to the acceptance of the certificate method of admission, namely, the eagerness of colleges to be in a position of advantage in bidding for students. There is no reason why we should seek to conceal the fact that there is a competition between colleges in this country that is not wholesome, and anything that can be done by such an association as this to eliminate that competition will be very greatly to the advantage of the educational system of the district of the country which we represent. Such competition leads unconsciously (for our college administrations are not wilfully dishonest) to a somewhat relaxed standard of criticism of the schools which certify and the students so certified. I think there are a great many of our colleges

that are not as conscientious as they might be in inquiring whether the students received by them for admission by certificate are standing up to the strain of college work, doing the kind of thing that they ought to be able to do, and so making it possible for the work of the class to have the efficiency and excellence that it ought to have in a class composed of students who have made the proper preparation for college work. There are some of us who are possibly a little indolent in scrutinizing these schools and telling them that their work is not up to the standard. This is one of the elements of weakness in the certification system.

Another element of weakness is closely allied to it, and would be impossible without such indolence on the part of the colleges, and that is an ambition on the part of the schools to get whatever prestige may attach to the fact that a given school's certificates are accepted at this, that and the other college. I confess to some amusement and some little pain at an experience which comes frequently to administrations in the colleges which accept certificates, when schools that never have sent a student to the college, and in all human probability never will send a student to the college, submit their courses of study and curricula and ask to be registered as accepted schools. That ambition leads, I think, sometimes to another: a desire to send its students to college, to be known as sending its students to colleges, and therefore an acceptance of the somewhat relaxed stringency of college administrations as a justification for saying, "Well, he is a good boy; he has done reasonably good work and might just as well go on to college as not," and the certificate is issued, and in the hurry of life and the confusion that attends many affairs the school never is brought to book for that action.

Then a third element of weakness allied to this, but different, is that in the present organization sometimes a principal is subjected to so much pressure with reference to the certification of a given student that he gives the student, instead of the college and his school, the benefit of the doubt. It sometimes happens that a member of a city board of education, or a man prominent as a taxpayer, or a man of influence in the political organization speaks to the principal and says: "My boy wants to go to such and such a college. Now, he is a good boy, and you know he can work if he wants to; I want you to certify him." In such a case the principal has sometimes stretched his own conscience in certi-

fying to this, that or the other college that such a man is competent to do college work. Now, all these failures result from one shortcoming on the part of the colleges, namely, that they have forgotten that the certificate system is not the abandonment of examinations by the colleges, but that it is the substitution of one examination for another; that the school itself should be examined by the college before the school may have the privilege of certifying its students to the college.

Now, this difficulty does not exist in some portions of our country where the certificate method of admission is practically universal. I mean, particularly, some of the Western States, in which the State university is the natural head of the educational system. In Michigan, for instance, there is a great rivalry on the part of the high schools of the State for registration as accepted schools in the University, and the University holds such a relation to the educational system of the State that it can hold over the schools the danger of the loss of their privilege of certification in case their students do not come up to the required standard. The University holds such a relation to the educational system of the State that it can send its representatives out into the schools to observe their instruction, advise concerning their course of study, point out the place where the course is inadequate or the instruction is faulty, and say: "You must correct those difficulties or we will not accept your students." Here is one cure for the present evil. It is the cure which can be exercised in such a situation as exists in these Western States. The practical problem for us is, is it a cure which can be exercised in an organization such as exists in the Middle States and Maryland?

There may come to your minds immediately the thought that in the State of New York at least it would seem to be possible to accomplish that desired result. For we have in New York a central body having the authority of inspection; the power to say to a school, "Your work does not come up to grade"; to say to it, "You must do this," "You must do that," and an organization which discharges that responsibility. The essential difference, however, which is of particular interest to us here is this, that the Education Department in the State of New York is organized specifically and avowedly for the purpose of aiding and guiding the primary and secondary education of the State, and

that the aim of this primary and secondary education is only, incidentally, preparation for college; that obviously the controlling concern of the Education Department is and must be to further the education which, in its judgment, shall be adequate as a preparation for life.

Now, to-morrow we are to have a discussion that promises to be highly interesting on the question of the relation of preparation for college to adequate preparation for life. It is obvious that that discussion has a vital relation to the topic we are considering this afternoon; but for the afternoon we may justly acknowledge that there is at least ground for the opinion that an education may be adequate for the graduation of a student from a high school that might not be acceptable for the passage of that student on for higher training. It is conceivable that the Education Department might say that a boy had done sufficiently well in mathematics or in Latin to receive a high school diploma, when the principal of the school in which that boy is trained would not certify that he is competent to go on with the higher mathematics or advanced Latin, or, equally, when the boy would not be competent to meet the test of the examinations set by the Examination Board or by individual colleges.

Now, all of the colleges in the State of New York and many colleges outside the State accept the credentials of the State Education Department. They differ from the credentials of the College Entrance Examination Board in two essential particulars, although they agree in the fact that they are based upon examinations set by an authority outside of the school and the rating is made by those having no personal acquaintance with the student.

The first difference lies in the fact that the examinations are not set with the purpose of demonstrating a student's fitness to enter college, but his fitness to leave the high school with its diploma. It may be that these two standards of fitness ought to be one. They are not as yet identical, however. Considered, therefore, as an examination system, the State examinations represent a different standard from the college examinations. The second difference lies in the further fact that the State credentials are really of the nature of certificates.

The College Entrance Board reports the ratings given by its readers on the applicant's papers and leaves the college to judge of his fitness to do college work; the Education Department certi-

fies that the student has passed its tests and naturally desires that the student should be accepted upon its certificate. Under such an organization is it possible for the colleges to exercise any of their responsibility of examination? I have said that an efficient certificate system is still an examination system. It is a substitution of the examination of the school for the examination of the applicant. Now, is it possible for a college to exercise that power and responsibility of examination when it receives students on the certification of a State Department?

Perhaps you will permit me to put right here a parenthesis, which shall be an acknowledgment on my part of the clear purpose of the department at Albany, under its present administration, to make its certificate as valuable as any certificate can possibly be, and I believe that the department will welcome every move on the part of the colleges in the direction of co-operation, and certainly will not resent any effort of the colleges to exercise their proper function of examination of the course of study which has led up to the test on the basis of which the students are sent up to the colleges. But at present, with the organization of the colleges as it is, that examination is not made, and it is difficult to see how it could be effectively carried out.

Now, with these weaknesses attaching to the certificate system as practiced by our colleges, the question becomes urgent, is there a remedy for the evils, or must we regard them as fundamental? For myself, I do not believe that the difficulties are essential; I believe that there is so positive an advantage to be gained if we can examine the schools before our acceptance of principals' credentials upon knowledge of the schools' work that it is very well worth while to seek to accomplish that good end. And the means to that end, I believe, have been outlined for us in the work which has been done and is now being done by the New England College Entrance Certificate Board.

I shall not undertake to outline to you at this time the work of that board, for it will be put before you with authority by a man much more competent to speak. I will simply call attention to the fact that it suggests that if all colleges in our Association that receive students by certificate could get together, unite their interests and work as a body, it would be possible for us to accomplish the thing which in some measure we have failed to do. What is the difficulty which lies in the path of such examination

of schools by the detached college? In the first place, it is a difficulty of expense. In order that such examination of schools should be thorough, constant and effective the college must be ready to send some member of its Faculty about the States covered by our Association to visit the schools from which the students come to that particular college. He must take the time to acquaint himself specifically with the kind of work that these schools are doing. Such inspection would be a serious drain upon the teaching force of the smaller college; it would be a serious drain upon the financial resources of the smaller college. That it can be done by a publicly supported institution, like one of the State universitites, is no evidence that it would be practically carried out by the smaller colleges of an association like this.

Another difficulty is that if these colleges independently send their inspectors to the different schools, these schools may possibly come into a sad perplexity because of the failure of the inspectors to conduct their work with consistency or uniformity of ideals, and the principals that certify to several of the colleges may find themselves in much the same perplexity that other principals have experienced from the indefinities of college requirements. Moreover, I fear that that kind of inspection would practically vitiate itself by contradictions and mutual cancellations. There would be good in it, because the schools would be conscious that they are being held up to a standard. It would not be the highest good. The difficulty of expense and the difficulty of confusion make it problematical whether it will be possible for us as separate colleges so to bring the certificate system under check and scrutiny as to maintain effectively the standard of adequate preparation for admission to college.

Another thing that ought to be done that theoretically is not done, although it practically is done by many of us in a measure, is the notification of schools from whom students come to us on certificate concerning the work their students do in college. If the school in a given town sends three or four or a dozen boys to Rochester by certificate, and the principal congratulates himself that he has put so many boys into the college and then no longer interests himself in whether or not those students prove that they can do advanced mathematics or go on with Latin, the examination of the school is defective. He must get a report on

the success of his students, precisely as the individual applicant is notified of the success or failure of his effort to meet the test on examination. The colleges should send to these schools, consistently and regularly, the report of the quality of the work which their students have done in these different colleges.

We try to do it at Rochester every year. At the conclusion of the first freshman term, every school that had sent us students by certificate is notified concerning the standards of all the students sent to us by that school, not only those who failed, but those who succeeded, in order that the school may measure up and see whether its work is actually preparing students for college. Then the principal can judge whether the failure is due to its mistake in judgment in certifying a given student, or is due to the failure of the school adequately to prepare students who are intellectually competent for college work, or whether the student has changed the character of his work in the new environment. These things must be done if the certification method is to be successful as a means of admission of students to college.

Now, there is a reason, on which I have hardly touched, why we cannot offhand, without further consideration, dismiss certification of students for college and adopt in its place the old, and, from one point of view, more satisfactory method of admission by examination. There is an urgency making itself more and more clear to us from the standpoint of the schools, an urgency that barriers between the high schools and the colleges must be broken down. It is well enough for some of the older, larger and, in a sense, more popular colleges to say, "It is a matter of indifference to us whether the graduate of the regular high school can pass readily into our classes or not." From the point of view of self-interest of a majority of the colleges it is not a matter of indifference, and I am frank to confess for myself that from the point of view of the educational interests of a community it is not a matter of indifference. It is desirable that those who are ready and able to pass from grammar to high school should make the transition without sudden break or severe tax; so also it is desirable that those students who, finishing the high school, may desire to go on into college should make the transition without sudden break or serious tax, provided the college can perform its supreme duty of declaring that only such

students may be so received as are competent to do college work. Therefore, anything which will reduce the artificial barrier and set up in its place simply the essential requirement in the transition of students from our public high schools to our colleges contributes, it seems to me, to the efficiency and the unification and the cohesion of our educational system as a whole.

For that reason, if for no other, I find great interest in the problem of rendering the certification system as efficient as it may be; and I find that this interest reinforces and intensifies the conviction that if the examination of the schools can be conducted adequately and conscientiously and continuously, so that a Faculty may know that the school from which students come into its halls is competent to fit students and to judge of their fitness, they have a better test of preparation for college than any test the Faculty itself may set up at its own doors. That test is better, as experience is always better than casual acquaintance can be; better, because the individual character and traits of the student can be considered in the recommendation, while the individual power may be entirely obscured under what is often an entirely accidental ability or inability to pass a given test under the examination system.

Now, because in my judgment the certification system does point in the direction of a closer cohesion, a more perfect interchange of relations, a more ready opening of the path for our youth into college life, I believe earnestly in the certification system as distinct from the examination system; and that belief is justified in my mind only on the conviction that it is possible and therefore obligatory on us to make the certification system as exacting, make its insistence upon high standards as relentless as any separate examination system can be.

The things I have said lead up inevitably to an incomplete argument. I leave the argument incomplete for the reason already intimated—that we are to hear this afternoon about the effort which has been made in another section of the country to organize and strengthen the certification system by maintaining satisfactory standards of efficiency in the schools that send students to the college by certificate. Hence, I feel that it would be an impertinence for me to outline more in detail the method of that Association, or to express an opinion at this time

upon the work of that Association, for we are to have the opportunity of hearing from the President of the work of the New England College Entrance Certificate Board concerning the experience of the colleges that the members of that Association.

If we can, in our situation, do something similar to that which they have done in New England, I regard the admission by certificate as better policy and as offering in itself the possibility of surer tests than any admission by separate examinations can furnish.

REPORT OF THE COMMITTEE ON THE ESTABLISHMENT OF A COLLEGE ENTRANCE CERTIFICATE BOARD.

PROF. EDWIN S. CRAWLEY, UNIVERSITY OF PENNSYLVANIA.

The report which I am about to read is the report of the Committee of the Association of Colleges and Preparatory Schools of the Middle States and Maryland, appointed to consider the resolution referred to this association, which was adopted at the Williamstown Conference, August 4, 1906, and which was worded as follows:

*"Resolved*, That this conference recommends to the Association of Colleges and Preparatory Schools of the Middle States and Maryland and to the Association of Colleges and Preparatory Schools of the Southern States that each consider the desirability of organizing a college entrance certificate board or a commission for accrediting schools."

*To the Association of Colleges and Preparatory Schools of the Middle States and Maryland:*

Your committee appointed to consider the resolution quoted above held a meeting in Philadelphia on February 9, 1907, and passed resolutions which, expressed in the form of recommendations to the association, are as follows:

- (1) The committee recommends the establishment of a College Entrance Certificate Board for the district covered by this association.
- (2) That this board shall be composed of representatives of both colleges and preparatory schools, the college representation to be in the majority.
- (3) That after being formed, this board shall continue its existence as an organization independent of this organization.

Respectfully submitted,

(Signed)

WILLIAM R. CRABBE,  
WILSON FARRAND,  
THOMAS S. FISKE,  
JOHN B. VAN METER,  
EDWIN S. CRAWLEY.

Mr. President, if you will permit, I should like to say a few words further as to the reasons which led the committee to present its report in this form.

Taking conditions as we find them, the question before us is how to administer the certificate system most efficiently. It was with this administrative side of the question and with that alone which your committee had to deal. It would seem plausible that if the question of accrediting schools can be placed in the hands of an impartial board or commission, a distinct advance would be made in the direction of securing fair treatment to school, college, and student alike. At the meeting of the Association of American Universities in 1902 in the discussion held at that meeting upon the question of "The Certificate Method of Admission to Colleges and Universities," Prof. Thomas S. Fiske, of Columbia University, said: "One might say that the high schools of California are a part of the university system of California, and the acceptance of the certificate of a high school is almost the same as the acceptance of the certificate from a teacher in the institution itself. Such conditions we cannot attain to on the Atlantic coast. We might approximate them by establishing a great syndicate composed of all the more important colleges and universities, and, by means of this syndicate, administer a certificate system." If you adopt the report which has been read you will be taking the first step toward carrying out for this district the suggestion made by Professor Fiske in 1902.

In order to obtain some idea of the attitude of the members of the association at large upon this question, a letter was sent early in December, 1906, to each college or school having membership in the association asking for its opinion as to the advisability of establishing such a board or commission as had been proposed, and for suggestions as to the form that it should take if it be established. Up to the time of the meeting of the committee, seventy-eight replies were received, of which a very large majority were in favor of carrying out the proposed plan. The exact figures were as follows: From colleges, twenty-one replies were received, of which sixteen were favorable, four expressed uncertainty, and one was unfavorable. From schools, fifty-seven replies were received, of which forty-five were favorable, four uncertain, and eight unfavorable. In some cases opposition

to the plan was based upon opposition in general to the certificate system of admission to college. This, of course, was begging the question. We have the certificate system, whatever may be its merits or defects, and we are likely to have it for some time to come. The question, as was stated above, is how can we best administer this system.

It is no doubt well known to the members of this association that there are in existence at the present time at least two organizations of the same character as that which is here proposed, the New England College Entrance Certificate Board and the Commission on Accredited Schools of the North Central Association of Colleges and Secondary Schools. It is possible that other organizations of the same character exist in other parts of the country. The plans upon which these two organizations are formed are quite different. The New England Board is an independent body, composed exclusively of colleges, the number of members being at present thirteen, including Amherst, Boston University, Bowdoin, Brown, Maine, Wellesley, Wesleyan, and Williams. The North Central Commission is not an independent body, but is a permanent committee of the North Central Association of Colleges and Secondary Schools, and is composed of representatives of colleges and secondary schools in equal number.

Both of these associations have been in successful operation a sufficient length of time to test the efficiency of such a general system of accrediting schools. Upon the results which have been obtained in New England, I cannot do better than quote some passages from a letter which I received from Dr. Nathaniel F. Davis, of Brown University, secretary of the New England board. Doctor Davis states that since the board began its work the number of failures amongst students admitted to college on certificate has been reduced one-half. He says also: "We are exercising a very healthful influence on all the schools in New England. The principals are much more careful about granting certificates. Where the schools are not up to the standard, the authorities in many instances are doing their best to improve them, by increasing the number of teachers and the equipment.

"I think I can say without question that it is giving satisfaction to the colleges concerned. We commenced with only eight members, and we now have thirteen. Unless something of this kind

had been inaugurated, I think the certificate system in many of these colleges would have been abandoned, to the great injury of education.

"If a board similar to our own should be adopted I trust some way can be arranged for co-operation between the two."

I have no detailed information from the North Central Commission, but the secretary has written me strongly upholding the principle underlying such organizations.

You will recall that the second and third portions of the committee's report make certain recommendations regarding the constitution of the commission. It was considered advisable to make these recommendations so that, should the association act favorably upon the first part of this report, there would be some definite plan of organization for the association to consider without loss of time. As will be seen from what has been said of the organization of the New England Board and the North Central Commission, the committee recommends a form of organization which differs in some respect from both of these. Thus, it recommends that the board or commission be independent, which is true of the New England Board, but is not true of the North Central Commission, and it recommends the representation on the board of both schools and colleges, which is in conformity with the plan of the western commission, but not of the New England Board. It may be stated further that the committee was in favor of a plan whereby the colleges should have a majority of the representation on the board—in other words, an organization quite similar to that of the College Entrance Examination Board.

Having said this much in explanation of the committee's report, I should like to ask your indulgence for a few moments longer for the purpose of advancing certain considerations which seem to me to be pertinent to the question. As has been stated, the question which the committee had to consider was not one of the relative desirability of the admission to college by certificate, as against admission by examination, but the question of what could be done to improve the administration of the certificate system in this district. All colleges which admit upon certificate, and this method is practiced by the greater number of colleges in the Middle States and Maryland, must maintain for themselves some sort of list of approved or accredited schools

from which they receive students on certificate. Practically all who have to look after the details of such arrangements admit the great difficulty of keeping on this list only those schools which should properly belong to it. The removal of a school from such a list, while theoretically a very easy matter, is one that will be taken by the individual college only in extreme cases. The function of the commission or board will be to take this whole matter out of the hands of the colleges and relieve them of what is now a burden and an annoyance. It will ensure to the college admitting on certificate a better grade of students; it will place the stronger preparatory schools in a better position by relieving them of the pressure of weak individuals clamoring for certificates which they feel they can secure from a school of less exacting standards, and it will act as a spur to the weaker schools to place themselves in a position to secure the board's approval. In all ways, therefore, it must work for higher efficiency in secondary education.

#### GENERAL DISCUSSION.

PROF. JOHN K. LORD, DARTMOUTH COLLEGE, PRESIDENT OF THE NEW ENGLAND COLLEGE ENTRANCE CERTIFICATE BOARD.—I am asked to present to you this afternoon a statement of facts having to do with the New England College Entrance Certificate Board, dealing with three points: the organization of the board, the methods of the board, and the results of its work.

The occasion of its establishment was, as President Rhees has said, the dissatisfaction with the then administration of the certificate system in New England. The certificate system had been in vogue for a long time, and the difficulties of its administration arose in the colleges themselves, and in the schools. The difficulties in the colleges arose from the fact that there was a lax administration of the system, due, undoubtedly, in part, to the idea to which President Rhees referred, namely, that colleges in their competition one with another were afraid to enforce the system as on paper it was stated. Every college, for instance, stated that schools approved might send their pupils on certificate to the colleges, but that schools which did not send well-fitted

students should be dropped from the list. As a matter of fact, it was very rare indeed that a school was dropped from the list, the reason being, undoubtedly, in part, that one college did not wish to put itself at a disadvantage with other colleges which might draw from that school, and also in part from the fact that there was no direct and immediate supervision of the schools on the part of the colleges.

On the side of the schools an objection arose to the certificate system that many of the teachers did not believe in the certificate system, avowing themselves, openly, supporters of the examination system, and with equal frankness stating that all their students would be sent to college, as far as possible, on examination, and that they would give certificates to the weak ones and not to the well-prepared, and that their students would go on certificate only when they could not pass examinations—which, of course, was an injury to the students, and to the college as well.

That being the state of affairs, it seemed very desirable that something should be done on the part of the colleges to remedy it, if possible—to remedy their own shortcomings and to remedy the shortcomings in the schools. The matter first came to discussion through the action of the Commission of Colleges in New England on Admission Examinations, an organization established about 1885 for the express purpose of attempting as far as possible to make uniformity of examinations admitting to college, as far as requirements were the same. The work of that commission was a very effective one; but it had very largely finished its work by the end of the 90's; and although it had on its representation colleges like Harvard and Yale (which did not admit students on certificate), the question of admission by certificate came before it, though mainly in the form of the ununiformity of certificates. The schools complaining that the certificates required by the different colleges were different and that much unnecessary labor and at some points much hardship was entailed by the variety of certificates, a committee was appointed by this commission to investigate the character of the certificates and to report. The investigation of that committee led it very decidedly to the belief that the trouble lay not so much with the form of the certificates as it did with the approval of the schools, and that when emphasis was laid upon the form

of the certificate, or even the character of the certificate, as related to the individual students, the emphasis was laid in the wrong place, and that it ought to be put upon the approval of the schools; and that a school which was itself approved should be the proper judge of the student whom it should send to the college, and that the college should not inquire whether A, or B, or C, members of a school which had been properly approved, were adequately prepared for college, but whether the principal of the school considered that they were prepared for college, the examination having been made of the school and not of the individual.

On the report of the committee, the commission of colleges voted that a recommendation be made to the colleges represented on that commission which received students by certificate to establish a board for the examination or the approval of schools. As the result of that recommendation (the proposition being definitely put before the colleges), eight colleges accepted the recommendation and appointed delegates to meet, consider a definite plan, and report to the colleges if in their judgment it was wise for the colleges to establish such a board as the commission suggested. The delegates from eight colleges met and made a recommendation for the establishment of the board, which was accepted by the colleges, and the board was established.

It was a condition precedent that the colleges should give up the right of approving schools and of accepting certificates from any schools which were not approved by this central board, and all the colleges concurring in the establishment of this central board agreed that after a given date they would receive no pupils from schools in New England which were not approved; the board did not undertake to extend its examinations outside of New England.

When the board was established the question came definitely before it, how it should examine the schools and on what ground its approval should be given. Two courses seemed to be open to it: one was to appoint an examining officer whose business it should be to go about among the schools and find out by his observation the character of the schools. That was strongly urged by some members of the board. The objections to it were, first, its expense, as has been said by President Rhees; the colleges then included in the board not thinking that they could

endure the expense of such an officer, which would run up into the thousands of dollars a year. That difficulty was in itself apparently sufficient; but in addition to it, there was the second difficulty (to some, at least) that the board, by the appointment of such an officer, would practically become a one-man power; that if a commissioner or an examiner went about among the schools and reported against a certain school, no matter what the colleges thought, the board itself would not go against the recommendation of that officer; if, on the contrary, he reported in favor of a school, it would be very difficult to turn down the recommendation; and the result was, that for those two reasons the board abandoned, or did not adopt, the method of appointing a single examiner.

The other course was to find out, as far as possible, what the schools had done in the administration of the certificate system; and therefore every college which was represented on the board was asked to send to the board a statement of the preparation, as indicated by the work done for the first term or the first semester in college, of every student that had come from a school in New England for the preceding three years on certificate. When the board had those reports before it, it was able to examine what the results of the certificate system had been from the different schools for three years preceding. In addition to that, the board sent out to each school that applied for approval a circular asking it to give definitely the statement of its work and its equipment, including the number of teachers, its libraries, laboratories, its opportunities for efficient instruction, and its course of study. When the replies had been received they were given into the charge of a Committee on Schools (as it was called), which made a very careful examination of every school; first, on its printed report of what it did, and, second, as to what it had done in the use of the certificate privilege; and taking those two things together, the Committee on Schools made a report to the board at its first annual meeting recommending certain schools for approval and recommending that others be not approved.

The recommendation for approval was based on the statement of the curriculum of the school and the facilities of the school and the number of teachers, supported by the record of the school in sending students to college on certificate who had successfully met the requirements of the colleges. Any school

whose course of study and whose facilities were not sufficient was not recommended. Any school whose course of study appeared to be sufficient was not recommended, provided in the preceding three years its recommendations of students by certificate had not proved acceptable to the colleges. I may say here, however, that the board did not attempt, and never has attempted, to establish any standard of school curriculum. It has not even gone so far as to state that there must be a certain number of teachers—graduates of colleges—as the teachers in the schools. As a matter of fact, I believe it never has accepted a school which had less than three college graduates on its board of teachers, though it does not make that statement absolutely, thinking it better not to establish a certain point which never could be passed over if it were found desirable to pass over it.

It never has attempted to set a standard curriculum. It has often been asked by the schools: "Will you suggest to us what we should do in order to improve our curriculum?" or, "Will you suggest to us a desired curriculum?" The board has invariably said: "It is not our business to establish the curriculum of the schools. You have before you the requirements of the colleges for admission; they vary somewhat; you have them before you and you are to establish your own course of study from what you read in the requirements of the colleges. But if, in our judgment, you cannot prepare for a college in any one of its courses, you cannot be approved; but we make no recommendation whatever of a standard curriculum."

The board was established by the delegates of the several colleges of which I have spoken. Each college was represented by a delegate, who held his office for three years. Any college receiving students by certificate in New England might become a member of the board on accepting the action of the board, and also saying that it would receive no students except from the schools approved by the board. The schools applying for approval very soon found that they could not be approved if the work which their pupils had done had been unsatisfactory, and many of them were, of course, disappointed in the results which followed the first report of the board. Some of the schools had been sending pupils to college by certificate, and it was found that the pupils had not done satisfactory work. Those schools were rejected and, of course, some of them felt very much hurt,

and they felt hurt on this ground: that they had not supposed, before the establishment of this board, that the certificate meant very much, and now they felt sorry that they had given certificates on insufficient information; but the insufficient information had been in their own power, and it seemed as if they ought to stand for what they had done. The rules that were adopted by the board for the guidance of the schools, I think, I can do no better than in general to read:

"IV. No school will be approved unless it has shown by the record of its students already admitted to college its ability to give thorough preparation for college.

V. Schools which have been rejected because of the poor record of students sent to college on certificate, or which have been dropped from the list of approved schools for cause, must send within a period of three years at least three satisfactory students to one or more colleges represented on the board before a new application for approval will be considered.

VI. Schools, other than those referred to in Rule V, must send within a period of three years at least two satisfactory students to one or more colleges represented on the board before an application for approval will be considered.

VII. A school shall be judged by the record of students who have entered college with the consent of its principal."

If a principal sends us a boy, or lets a boy come, and says, "I have no objection to his being examined; he has been through the school; he has graduated; I won't recommend him, but I am willing he should try," and the college takes him, the college is responsible for him, and the school, if he fails, is not to be held responsible, because the principal has not recommended him. I quote again:

"XI. The certificate privilege of a school, whether it be on the trial list or on the list of fully approved schools, shall not be continued beyond the period for which it was approved without a formal application on behalf of the school.

A school on the approved list may apply before April 1st of the last year of the period for which it was approved for a renewal of the certificate privilege for a further period of three years, and its application shall be considered at the annual meeting immediately following.

A school which has been on the approved list, and which does

not apply for the renewal of the certificate privilege before April 1st of the calendar year following the expiration of the period for which it was approved, shall forfeit the privilege of renewal, and its application for approval shall be treated in the same way as that of a school applying for the first time."

That is, once on does not *keep* the school on; but at the end of three years the school must reapply in order to be considered. It will not be continued on the list simply by gravitation. It will be dropped out by gravitation.

"XII. A school which has been on the approved list, and which within the three years has not sent any pupil on certificate to a college represented on the board, cannot have its certificate privilege renewed, and an application for approval shall be treated in the same way as if it came from a school which had never been approved.

XIII. The board shall have the power of withdrawing approval from a school, and from such a school certificates shall not afterward be accepted until it shall have been approved again by the board."

That is, the board shall withdraw at any time the approval from any school for cause.

"XIV. Certificates coming from any school approved by the board, and covering all the requirements for admission made by any college represented on the board, shall be valid at such college, and certificates that do not so cover the entire requirements shall be treated by each college according to the rules which that college establishes for such certificates. No certificate from a school not approved by this board shall be valid for admission at any co-operating college unless the school lies outside the jurisdiction of the board."

Different colleges represented on the board deal with partial certificates in different ways. That privilege is not taken away from the colleges, but they must receive pupils coming by certificate from schools that are approved.

How does the board keep track of the schools?

"XV. A general report of the work of pupils from approved schools for at least one-third of their first year in college shall be made to the board, and such other reports as the board may require, and all complaints of insufficient preparations shall be made to the board with specifications as to subjects and indi-

viduals, but such complaints shall not interfere with reports to the schools about students entering from them."

That really is the backbone of the work of the board. Every year it receives from the colleges the report of every student entering from New England, either by certificate or examination; by certificate, in order to keep track of the schools that are approved; by examination, in order to keep track of those schools which may apply, but which have not thus far been approved. When the board receives those reports it makes a careful analysis of them, and if any approved school is found to be sending pupils who have not proved satisfactory to the college that school at once is warned.

There are two kinds of warnings sent. One is a simple statement that "You as a school—you as a principal—sent so many pupils to college this year on certificate"; three, five—the number makes no difference; "and so many were unsatisfactory." If there were five pupils, we will say twenty-five subjects, and out of those twenty-five subjects certified three were unsatisfactory, nothing further than that fact is said; the attention of the school is simply called to the fact that a small proportion is unsatisfactory. If, however, the failures were all in one subject, it becomes pretty evident that the school is weak in that subject, and that fact is noted in the warning. If, for instance, there were failures in mathematics, in Latin, or in English—it makes no difference what the subject is, sometimes they are in one, sometimes another—that fact is called to the attention of the school, with no further comment. But if the failures are more than a few in number, or if they follow in successive years, then what is called the second warning is sent to the school, namely, that it is doing unsatisfactory work and that it is in great danger of being dropped from the approved list, and that danger is a real one.

At the meeting last summer of the National Conference Committee of the Associations of Colleges and Preparatory Schools this resolution was passed: "*Resolved*, That this committee recommends that both the inspection of the preparatory schools and the record made in college during the first term or semester of the freshman year by the pupils from such schools be the basis for granting the accrediting or the certificate privilege." It came from the discussion of the practice of the western institutions and the eastern institutions, the western institutions making

examination of schools by members of their faculties or by somebody representing the institutions, and the eastern considering only the work of pupils during their first term or semester in college. The recommendation was that the two methods be united as far as possible.

What is the result of this? I think the facts speak for themselves.

As nearly as I can remember, about 550 schools in New England were on the approved list of the different colleges before the board was established. About two-thirds of those applied to the board for approval during the first year, and probably a hundred of them have not applied at all, indicating that their equipment was insufficient, or that, owing to the small number of pupils which they had sent to college, they could not apply.

This is the record of the last year:

During the year ending with the annual meeting in May, 1907, twenty (20) schools, which had been previously rejected by the board, again applied for approval. Of these, six (6) were ineligible by Rule V and fourteen (14) were placed on the trial list for one year. Thirty (30) schools applied for the first time for the approval of the board. Of these, six (6) were placed on the trial list for one year, one (1) was refused on account of its poor record, one (1) was refused because its curriculum was unsatisfactory, and twenty-two (22) were refused because they were ineligible by Rule VI. Of the twenty-two (22) two (2) presented also unsatisfactory curricula. Of the forty-four (44) schools on the trial list for last year three (3) were refused a continuation of the privilege, twenty (20) were continued on the trial list, two (2) were approved for one year, attention being called to poor records in one or two subjects; one (1) was approved for two years, and eighteen (18) were fully approved and placed on the list for three years from January 1st, 1907. Of the one hundred and forty (140) schools on the approved list whose approval expired December 31st, 1906, one hundred and thirty-six (136) had requested that their certificate privilege might be extended for a further period of three years. The request was granted in the case of one hundred and fourteen (114), while in the case of fifteen (15) schools the approval of the board was extended until January 1st, 1908.

The remaining seven (7) schools were dropped from the list, five (5) because of poor records and two (2) because neither had sent a student on certificate within the three years to a college connected with the board.

I think that indicates pretty clearly that the board exercises very definite supervision over the schools and that a school is not continued on the approved list unless it has met very definitely the requirements of the colleges.

A word as to the pupils themselves. What has been the result of the operation of the board as far as a comparison of statements can show? The last annual report of the board contains the following table:

	Eng-	Latin	Greek	French	Ger-	Mathe-
	lish				man	matics
Number examined, 1906-07	333	254	66	245	146	388
Number failed 1st term, 1906-07	27	16	6	17	12	61
Per cent. failed 1st term, 1906-07	8.1	6.3	9.1	7.	8.2	15.7
Per cent. failed 1st term, 1905-06	8.8	2.8	4.1	5.	8.8	15.1
Per cent. failed 1st term, 1904-05	5.5	2.7	4.2	6.5	10.	13.1
Number certified in 1906-07	1,021	807	274	757	478	940
Number failed 1st term, 1906-07	86	32	8	44	14	127
Per cent. failed 1st term, 1906-07	8.4	4	2.9	5.8	2.9	13.5
Per cent. failed 1st term, 1905-06	7.4	3.7	2.5	6.3	4.3	10.6
Per cent. failed 1st term, 1904-05	9.5	4.4	1.9	8.8	7.8	12.8
Per cent. unsatisfactory, 1903-04*	20.2	14	11.8	14.	13.4	24.6

That is, on the whole, just about the proportion of one-third as many unsatisfactory now as under the former system. This is the result of the work of the board, as it thus far has been brought to record, plainly showing that the articulation between the schools and the colleges is much closer than it was before, and that the value of the certificate has greatly risen under this careful supervision by the board.

THE PRESIDENT.—The subject is now open for discussion. This discussion may take the widest range, because it may concern the general question of the desirability of a system of certificate, or the desirability of systematizing admission by certificate where it has been established. It is true, as Professor Crawley has said, that to object to the systematization on the ground of objecting to certificates on principle is to beg the

\*The last year before the formation of the approved list.

question, but that is so common a human method that we need not pay any attention to that objection. Moreover, there is a certain force in the objection on principle. When you make an undesirable thing convenient you adjourn your scruples of principle, and therefore it does not seem to me entirely begging the question to object to the systematization of an undesirable thing (if you think it undesirable) for the sake of not obscuring its undesirability.

On these various grounds, therefore, more or less ingenuous, the chair feels justified in allowing this discussion to take the widest possible range. I would be pleased to recognize any one who wishes to continue the discussion.

PRINCIPAL WILLIAM W. BIRDSALL.—I would like to ask how the expense of the commission is borne.

PROFESSOR LORD.—It is borne by a tax upon the colleges, proportionate to the number of students received on certificate from New England by each. Last year it was (if I recall) 65 cents for each student received on certificate. The expenses of the board are mainly the expense of the secretary's salary, which is \$500, the expense of the meeting and the expense of printing; all told, the expense of the year is about \$800 at present.

PROF. JULIUS SACHS, TEACHERS' COLLEGE.—This is a very important question, and, as action may be called for sooner or later, I think we ought to look at the matter in all its bearings. I believe, as Professor Lord has shown, that there is an approach to articulation between the schools—the preparatory schools—and the college. Whether it has taken the most fortunate form for the schools I am inclined to question. For instance, as his exposition advanced I could not help having this thought constantly in mind: Is the test that is carried out by the colleges a right one? Does it include real investigation of the schools?

As I understand it, the test is determined by the conduct and the performance of the students during the first three months, or the first term of the year, under conditions which are radically different from those to which they were subjected at their schools. It is a well-known fact, which every teacher has expe-

rienced, that students who have done exceedingly well in schools, when brought face to face with new conditions, collapse, prove weak. Schools are tested mainly, if not solely, by the performance of their students under these new conditions. Why, one might ask the colleges to revise the results of their entrance examinations because students whom they had accepted as satisfactory students upon entrance examinations turned out very badly in the course of the first term. I don't know that this is done. Is this, indeed, a proper investigation of the schools? If Professor Lord will pardon the expression, it begs the question of investigating or not investigating fully.

There is only one method, it seems to me, of investigating the schools, and that is investigating them in operation. That is the system of the western institutions, and it is well known that where that method is carried out fully the results are satisfactory; at all events, statistics have shown that the standing of the students admitted under certification is fully as good as that of the students admitted on examination. As complete an investigation of the schools in their work as possible is desirable, but that will have to be carried out through different means. It will certainly involve a much larger expense than has been indicated here as the expense of this board, but it is the only way of determining whether the schools are doing efficient work.

There are other features of this scheme which strike one who has been connected with the work as unjust. Why should a school, because it has for two or three successive years not sent its students to this group of colleges, be eliminated from the list of colleges, if its record was previously found good? Has its record deteriorated during that time? Not to the knowledge of these investigators. It has simply not come into contact with them. And so one might point out quite a number of points of weakness in this system. I have no doubt it is one way of reaching conclusions, but it still does not seem to be the final way of determining what many still believe desirable: a full investigation of the excellence of each school in its performance, an investigation frequent, not at one given time, but carried out every couple of years; for schools deteriorate; good teachers are withdrawn and replaced by poor ones; a good principal may be replaced by a weak principal. Some method will have to be found, and the suggestion in Professor Crawley's paper indicates

another way which may prove in the end a solution: by a scheme—I think he called it by that name—a scheme of colleges who divide the work of rigid investigation of schools amongst themselves. These colleges certainly could co-operate and delegate the investigation of one particular subject to a representative from one college, and such investigation ought to be acceptable to all the syndicating colleges; and so, if a dozen or half a dozen colleges co-operated in that way and passed upon the respective merits of schools in frequent tests in mathematics, natural sciences, in Latin, etc., the united verdict would be a powerful tribute to the excellence of the school. It is the work of the school in operation, not what its students afterwards do at college, that should be the determining factor.

PRESIDENT THOMAS FELL, ST. JOHN'S COLLEGE.—After I had listened to the very lucid exposition made by President Rhees I felt that there was little more to be said upon the subject, but it has occurred to me that perhaps it might be well for a representative of a college not in the State of New York to say something about the difficulties of the situation as presented in one of the other States.

Very curiously, this question came up before the faculty of my own college in Maryland last year. At that time we almost unanimously accepted the plan of admitting to the freshmen class, without examination, students who presented certificates of graduation from various high schools and also from some private schools in the State.

The faculty, when they assembled in October of this year, seemed to be almost as unanimous in their disposition to cancel the agreement with these schools, the result of their experience of the previous year not having been satisfactory, and if the matter had been allowed to go to a vote it would have been so decided; but they were prevailed upon to appoint a committee to ascertain the experience and practice of the colleges which stood more particularly in relation to ourselves.

Now, President Rhees has very justly said that the element of competition comes very largely into the consideration of the question, and when it was learned that nearly all the colleges and universities with which we come into competition accepted certificates as a basis for the admission of students it was felt

that it was better to act with caution on the proposition to discontinue the recognition of certificates for the future.

Then the question arose as to what could be done. Among other suggestions it was proposed to send examination papers during the month of May to the principals of the various high schools in the State of Maryland, and to invite them to submit these entrance examination questions to such candidates as might be intending to enter college.

This did not seem to be at all a reasonable or practicable proposition, because there are relatively few boys among the graduates of a high school who desire to enter college, and in the competition that arises to secure these few boys it would appear rather questionable policy to ask the principal of any high school to give an examination for entrance to St. John's College when probably the boys could go to any other college on certificates.

The whole question was surrounded with difficulty, and was, for the present, laid on the table.

In Maryland there is a Board of State Education which examines the high schools and declares which schools are deemed satisfactory. The dictum of this board as to what schools may be considered up to the standard is universally accepted by the colleges of the State.

Referring, therefore, to the resolution before us, that a board be established by this association to examine and certify as to the standing of all high schools, private and preparatory schools, I beg to say that the proposition meets with my highest approval.

THE PRESIDENT.—I would ask Professor Lord, in determining whether the students certified have succeeded, what is your duty, merely to ascertain that they have passed, or do you also examine whether they have passed well or not?

PROFESSOR LORD.—The test taken is simply whether they have passed. It is not whether they have passed well or ill, but whether they have met the passing mark of the several colleges. I would like to say a word, if I may, in reference to the points raised by Doctor Sachs, because I think they are important. The first point which he raised was that it was not fair to the schools to test their work by the work of pupils during their

first term or semester in college. I think he is justified in saying that, to a considerable extent; and the examination of the work of the pupils there is subject to the imperfections which attend all human activity—the error of judgment on the part of the college men and the change that takes place in the boy or girl by the change of environment from the school to the college. But on the whole it seems to the board a fair thing to say that "By their fruits ye shall know them," and that the work of the schools is fairly estimated by the work which the boys or girls do in the college when they first come from the schools.

However, if a college at any time thinks that the change has come in the work of the student from good to bad as the result of environment, it is noted in its report by the college, and every year reports are sent in to the board that this, that or the other person has shown unsatisfactory work, but the change in the work is thought to be the result of the change in environment, and such cases are not reckoned by the board against the school from which the pupil comes. They are not very many, it is true, but they do occur.

The other point made by Doctor Sachs was, as I understood, that it was not fair to a school to throw it out of the list because for three years it had not sent pupils to the colleges represented on the board. The board does not attempt to say at any time whether a school is a good or a bad school; it merely attempts to indicate what use a school has made of the certificate privilege; and if it has not made any use of the certificate privilege, as far as these colleges know, for three years, it is fair to the colleges to say that they have no means of judging the value of that school's certificate. For this same reason the colleges in the board have refused steadily to take into consideration the work done by pupils sent to other colleges, because they have no means of following up their work and of judging of it, and if pupils enter other colleges on examination their work, even if it could be followed up, has no bearing on the quality of the certificate which would be given by the schools from which they come, and yet this is the one thing on which the board lays stress. If, therefore, a school has sent no pupil to college for three years, or none to a college where its certificate comes under the inspection of the board, it seems fair that the school should not receive the certificate privilege.

PRINCIPAL VIRGIL PRETTYMAN, HORACE MANN HIGH SCHOOL.—I simply wish to make specific some of the things that I think Doctor Sachs must have had in mind when he used the words "new environment." We naturally think of the new conditions of life surrounding the student entering college; we let those pass. There is one thing we do know, that in many cases the student passes from the instruction of a high school master who is an expert, and in the freshmen year, certainly in many of our colleges, he frequently comes under the instruction of inexperience; he is not brought up and held responsible by the young college instructor as he has been by his master in the high school. I for one do not want the work of my school judged by the young man who feels that it shows wisdom to flunk three-fourths of his class, and it happens in very many cases.

PRINCIPAL JAMES M. GREEN, NEW JERSEY STATE NORMAL SCHOOL.—Our President has said we may discuss rather freely at this time any phase of the afternoon's programme. I should like to say that I strongly favor the certificating system, as I always have. There is one phase of this discussion which needs further clarification. We use the words "college preparatory," and seem to imply that all secondary education is directly in preparation for college, but such is not the case.

Commissioner Draper, some time since, in an address in Illinois, stated in effect that the public high school was in a singular manner the expression of the needs of the people. This is true. The public high schools are governed by boards of education chosen by the people, hence they are singularly susceptible to expressed needs, whether by the people directly or through their teachers as the interpreters of their wishes.

The people wish the secondary education to meet as nearly as possible the needs of practical life, as they term it; the demands of the industries. They wish their children to have such subjects as drawing, with its applications in the mechanics; physical training and hygiene, a more liberal course in American history than is required for college entrance, botany and zoology, with reference to horticulture and agriculture. If we are to be in favor with the people we must teach these subjects, but if we teach them properly we will get out of them an educational value that will enable the students to do the college work fully as well

as though they had spent their whole time on the college preparatory subjects, but they would not, in the nature of things, be as well prepared for an entrance examination.

The public high schools are a great and growing factor in the education of students who wish to go to college. Eighty per cent. in some of the New England colleges, and as high as 40 per cent. in some of the Middle States colleges, is enrolled from these schools. We want this percentage increased, because we believe in the advantages of the college education and believe that it is a fortunate sign when great numbers of the people are seeking these advantages. Anything that tends to decrease or remove artificial obstacles to entering college will tend to increase the enrollment. If these public high school students can take the classics and mathematics that are essential to going on with the college course, can also take the larger amount of work of a directly practical nature required of them, and have the educational development sufficient to carry the college course, together with a desire for that course, I submit that they should be admitted to the college.

This admission should be on certificate signed by the authorities of the school from which the pupil comes, and these authorities should be noted relative to the value of their certificates. If a pupil is to be examined on a set of questions prepared by persons who are total strangers to him, and who do not necessarily have his point of view, he becomes nervous and spends more time in trying to seek out the answers to possible questions that will be given him than in trying to learn his subject in his natural way, as directed by his teacher. This nervousness and seeking of probable questions on the part of the pupil is often-times shared by the teacher, who fears the disgrace of having her pupils conditioned, hence the pitiable exhibition of going over and over and over again the particular things that they think may occur in examination, the hunting for old sets of questions, etc., etc., rather than going confidently forward with the education of the pupil by taking him farther and farther, according to his time, in valuable subjects of learning.

One thing further. I do not think the reliability of the certificating school should be tested by the pupil's first term in college. It often requires more than this for a thorough readjustment. It could be safely tested by his first year.

THE PRESIDENT.—I am sorry to say I find it necessary to withdraw from this session. Before I withdraw I wish to explain the reason of my question to Professor Lord. I think that there is a matter which we should be more frank about, and which Doctor Rhees was extremely frank about. What vitiates this test as administered by this board, it seems to me, is our irrational desire in the colleges for numbers. The same things that would relax our vigilance as to the admission of students lower our standards as to the retention of students. And the fact that a man has passed his midyear examination, for example, does not prove that he was prepared to go to college. In other words, the argument turns in the direction indicated by Professor Sachs: we do not really know much about the schools by the fact that their pupils have or have not passed the midyear examinations.

Why our colleges should desire numbers I have never been able to discover. I mean, considering the question rationally. Why we should desire a large number of young men no one of whom is paying for his instruction, when a considerable proportion of those young men are insusceptible of being educated after our fashion, I do not understand, and that inordinate desire for numbers is leading to a great deal of ineffectual instruction in the universities. We are keeping down our standards of instruction in order to retain the men incapable of receiving a higher form of instruction, and now for several years our interest at Princeton has been to increase the casualty list at the examinations, not wishing the casualty to fall upon men who can pass them, but earnestly desiring that it may fall on those who cannot go through the term with credit to themselves and to the classes. Moreover, there is another thing which makes it desirable that we should examine the schools. I mean as operative organisms. A great many of the private schools (and the college which I represent draws chiefly from the private schools) have fallen of recent years into a very amiable weakness; they profess it to be their object to develop not scholars but gentlemen! Their objective is character, and they do not always insist that their boys should prove their character by doing their duty.

I remember being approached, just after the period of our entrance examinations one year, by a very excited gentleman,

who said that we had made a very great mistake in not receiving into our entering class an admirable young fellow from one of the private schools. I said: "Yes, I have heard of him. I have heard he was a lovely fellow." He said he was not only that; he was the leading spirit in his school and the leading spirit for good. "Yes," I said, "so I have understood; but he did not pass the entrance examinations." "Oh, well, but," he said, "I don't think you understand," and he went all over the manly excellencies of this lad. I said: "I beg your pardon, but I think it is you who do not understand; he did not *pass* the entrance examinations. Now," I said, "the only way we can determine whether a boy is or is not apt to waste his time is by using such imperfect tests as we have for ascertaining whether he knows how to go on with the work that he is here undertaking." I said (in a moment of hyperbole): "If the angel Gabriel were to apply for entrance here and could not pass the entrance examinations he would not be admitted; not because we should not desire the influence of his character, but because he would be wasting his time until he was prepared to go on with the course of study."

I remember on one occasion we committed the indiscretion of allowing a very active evangelist—religious evangelist—to come to the University only three weeks before the midyear examinations. He upset the whole college, and while some very well-intentioned young gentlemen were going about trying to get their friends out to the meetings they came upon one door securely fastened, and on the outside of it was this notice: "I am a Christian and studying for examination." The point of that is, that was a perfectly logical sequence of ideas; the particular thing which a Christian would have been doing at that time of year was not attending meetings, but studying for examination. I don't know any other way to develop character except to make a man attend to the business in hand.

I am of the belief that so long as our universities are not of that disposition and wish to retain numbers, you will not know by the fact that young gentlemen have passed, merely passed, the midyear examinations, whether the schools have prepared them for anything or not. This fundamental American weakness of a competitive desire for size vitiates this whole subject, and until we purge our consciences of that kind of offense

I do not see how we can get at the merits of a discussion like this. We have been ignoring our descent from Adam in the whole of this discussion. The old Adam is at the bottom of all errors that it seems to me we are guilty of.

I wish I might remain to hear some one destroy all that I have said, but, unhappily, an engagement makes it necessary that I should withdraw or else I shall not be able to join you again this evening, and if Mr. Marsh will be kind enough to take the chair, I will withdraw.

MR. WALTER R. MARSH, VICE-PRESIDENT, here took the chair.

DEAN W. H. CRAWSHAW, COLGATE UNIVERSITY.—This question is one that is highly important to the majority of the colleges and preparatory schools of this association. It is also an extremely practical question, and the first consideration is, how shall such a board as we are talking about be constituted? The report of the committee appears to have left much to be desired in definiteness on that point. It suggests that a board should be instituted of which a majority of the members should be representatives of the colleges, and of which a minority should be representatives of the preparatory schools. But it suggests nothing further than that. We should be very clear as to just what kind of a board we want, and the one particular point that I wish to make about that is that no single college in the association should be unrepresented on such a board. Each college has its problems; each college gets in touch with a large circle of preparatory schools; each college is prepared to contribute very largely to the work of such a board.

Still another thing. We seem to be moving in the direction of the creation of a number of boards of this character. We have the New England Board; we have another board that we have heard about this afternoon, and now we are proposing a third. Will not the question arise as to a system of reciprocity between these boards? Shall we not find ourselves forced, finally, by agreement between the different associations, to the constitution of a more general board somewhat after the fashion of the College Entrance Examination Board, which was started by this association, but which is now much more nearly national in its scope? Either that, or else each one of these separate

boards may have to take the responsibility of acquainting itself with the work of the other boards, and responsibility, also, for indicating the results of that acquaintance to the colleges which come within its circle, so that this board of ours will notify the colleges and preparatory schools within our circle of what schools are certificated, by the New England Board and by the other boards and recommend to this Association that it shall also recognize those. What, for instance, does the New England Board do with preparatory schools outside of New England? Some of the New England colleges do receive students from schools outside of New England, but they have no means of applying to these schools any such rules as their board establishes for schools in New England.

There is another point I wish to make which perhaps will raise a problem rather than afford helpful suggestion. It is this: We have heard something said about the articulation between the high school and the college. Now, as the last speaker before President Wilson said, there is in a certain sense a different aim on the part of the high school than the aim of preparation of students for college. The education which the public high school offers, as distinguished from that which the old-line academy used to offer, diverges from the straight line of preparation for college, and such a board as this, I think, will do a very great service, both to colleges and to preparatory schools, if it can in any way—I do not profess to see how it can be done, but if it can in any way—make that education which the high schools are offering point more directly in the direction of preparation for college. A specific point under that head is this: There are subjects well taught in the high schools to-day which serve all the purposes of education of young men for life, but which afford absolutely no basis on which a college can build higher instruction in those subjects. That is true in part of English. There we have the most general kind of preparation, no specific preparation. In mathematics the specific preparation is very good; in Latin it is good; in Greek it is good. In science the case is different. In chemistry we find that men who have had the one year in a high school go on into the laboratory in chemistry, but in physics they must practically begin a new course, and in geology and in biology practically the same state of affairs exists. In the modern languages the great difficulty is that the

students who have had two years in the secondary school are not prepared to do second-year work in the colleges. We have had the experience of having students come to us with Regents' certificate for one year of work in a modern language; they were to take the second year as an entrance condition. They took one term, three hours a week for about fourteen weeks, in college classes, and then went and passed the Regents' examination on the work of the second year. In other words, they passed the Regents' examination in second-year French or German on the basis of one term's work in college. The difficulty here is insufficient preparation, but in the other cases it lies in a preparation which, however well it may answer the purposes of the high school (I am speaking now from the point of view of the college)—however well it may serve the purposes of the high school or the general purposes of the student in the high school—does not serve very well the purposes of the college as a basis on which to build higher instruction in those subjects, and which makes it necessary for the college to begin at the beginning of those subjects and waste time which it does not need to waste where students come with a preparation, and a good preparation, in such subjects as mathematics and Latin and Greek. The more nearly we can come to placing the preparation in these other subjects on the same plane, as a basis for advanced work, that the preparation for mathematics and Latin and Greek is now on the better it will be, and I hope this board will be able to contribute something to the benefit of the colleges and preparatory schools in that direction, as well as in other directions.

MR. WILLIAM N. MARCY, THE MACKENZIE SCHOOL.—I am sorry to have to intrude the ego, but I am forced to do so by a remark made last year by President Fell. I had ceased speaking; I was talking to President Fell, and he looked at me and said: "Well, Marcy, I don't see how a fellow of twenty-two has got the audacity to get up and speak in this august body." I had to explain to President Fell that I was not twenty-two, and that I had been teaching fifteen years, but one of the penalties of being clean shaven is that you may convey a false impression; so in self-defense I am obliged to say that at the outset of my remarks.

There are two vital reasons why some central board for cer-

tificating should be used. What, after all, is the real objection the colleges, or some of the colleges, have to a certificate? Two, as it seems to me. First, because they have not sufficient confidence in the integrity of the schools; or, second, because they throw up their hands and say: "Well, we should like to accept the certificate, but we have not got the time or opportunity to follow up the schools and see if they are doing the work that is necessary to fit their boys for college."

I believe in calling a spade a spade, and I would like to tell you a story of the late Bishop Wilberforce. He was traveling from Bristol to London, and unfortunately two laboring men got into the carriage and their language was not very polite; it was rather strong. Finally one of them spied the bishop, and he turned to him and said: "Bishop, I am very sorry that our language has been rather strong, but you know we believe in calling a spade a spade." The bishop looked at them quietly and said: "Gentlemen, judging from your language I should say you prefer to call it an infernal shovel." Now, that is just the position I am in to-day. I believe in calling a spade a spade; want of integrity on the part of the preparatory school is another name for dishonesty. That may be unpalatable to the preparatory schools of this country, but the fact cannot be concealed that in certified schools in this country boys are wilfully sent to college on certificate who have no right there. It may be said in defense that it is an error of judgment on the part of the principal or on the part of the teacher. Ladies and gentlemen, the line which separates a gross error of judgment from dishonesty is just as thin as the line which separates theft from kleptomania, and that, as it seems to me, has been one of the main reasons why the large universities of this country have stood out and said: "We will not accept a single certificate." Now, if we have a central board who will undertake to supervise the work of these schools and take the certificating out of the hands of individual masters or individual principals, that objection at least will be removed.

Now, what is the second? The second is, the colleges to-day have not the time or opportunity to investigate these schools. I agree with Doctor Sachs that there is just one fair way to the preparatory schools of this country to estimate their work, and that is by personal visits. I am ashamed to say, sir, and yet I

know it to be the truth, that there are masters in preparatory schools of this country who would be doing greater service to their country by digging the canal in Panama than in attempting to teach Latin or Greek or mathematics. I say I am ashamed to say so, and yet I am prompted to this as the truth. Now, it is not possible for the individual universities to send out men who should investigate these schools, but it does seem to me that a certificate board of this kind might be able to find the money and might be able to find the men with the time who could do that work successfully, and I am prompted to say, in justice to the schools, that that is the only solution of the difficulty. No gathering of information from the schools, no gathering of information from the colleges can take the place of personal visiting of examiners—whatever you may be pleased to call them—to schools, and so for those two reasons I urge strongly on this body that they shall lend their support to some central method of certificating.

MISS BERTHA BASS, WADLEIGH HIGH SCHOOL.—President Wilson said that there is no other way for judging of the fitness of an entering candidate for college than by the examination system. It reminded me of a bit of history which I think there is no impropriety in my telling in this presence.

A few years ago, when Alice Freeman Palmer, whom we all delight to honor, died suddenly in Paris, there was held in this city a memorial service—shall I say? it seemed like that; for two hours her friends and fellow-workers, those who knew her personally as student and as college president, talked about her. Miss Hazard, the president of Wellesley, was there and told us an intimate fact in regard to Alice Freeman Palmer that I have never forgotten. It seems that at the time the cable brought the news of Mrs. Palmer's sudden death, President Angell of Ann Arbor was spending a week at Wellesley, and in those first days of the sudden shock of the news he and Miss Hazard talked very frankly about Alice Freeman Palmer, and President Angell said that when she was admitted as a student to the University of Michigan they had a system—I don't know whether it still prevails—of assigning to some member of the faculty a certain number of the candidates for admission to the college, for personal interviews, as a check upon the results of the written

examination. President Angell was the one to interview Miss Freeman. She came from a small country high school and was not well prepared, through no fault of her own (some of us perhaps have known such boys and girls); and she did not pass the examination; and when the faculty sat in judgment upon the different sub-freshmen, and her name was mentioned, President Angell said: "I have talked with this girl; and if you will take her for six weeks on probation on my recommendation, if at the end of the six weeks you don't agree with me that she is fit to stay I will abide by your decision." At the end of the six weeks the faculty of Ann Arbor knew what that woman's work might be in scholarship; and—may I add one word?—through her influence in the University of Michigan a wave of religious life swept over that university and that State such as it had never known before, and for the first time the women students of Ann Arbor received proper treatment from the men. President Wilson said we are descended from Adam, but it seems to me he forgets that we are also descended from Eve.

PRINCIPAL WILLIAM W. BIRDSALL, PHILADELPHIA HIGH SCHOOL FOR GIRLS.—I wish to say two or three things. In the first place, I think the answer to President Wilson is not so much that the pupils who can pass entrance examinations are sometimes unable to do college work as that schools are really not responsible for the work of college students. Now the aspiring youth that comes up through our schools sometimes fails early in the school course and sometimes goes through the school with fair credit and climbs part way through the college and somewhere breaks down; but I don't think it is proper or fair to say that because a boy fails in the sophomore year in college he was not prepared to do freshman work, and it is preparation for freshman work which is the burden on us schoolmen. Secondly, I believe it is impossible for any method to be devised which will adequately or fairly sum up the work of the school; but, surely, the work of the school, so far as the college is concerned, is to prepare boys and girls for work in the freshman class, and for my part I am willing to be tried by the work of our girls in the freshman class in college, and I believe that other schools may well be; for certainly the percentage of pupils who, going into college fairly well prepared, go down in the first

semester, must be very small indeed. No doubt some of the girls who would present our recommendation to the colleges will not finally do the work; I should expect a certain percentage of failure to occur, but that error would necessarily be small. For my own part I am willing to abide by the work of our girls in the first semester of the freshman year. I want to ask Dr. Crawley whether his committee is prepared to make recommendations as to the method of appointment of the proposed board.

PRINCIPAL CHARLES D. LARKINS, BROOKLYN MANUAL TRAINING HIGH SCHOOL.—It is hardly worth while for me to come to the front for the little I have to say. Personally, I am opposed to a college entrance certificate board, or to admission to college on certificate in anyway. My reasons are two for my objection, and they seem to me to be valid. First, because I am obliged to sign the certificate, and I am neither a prophet nor the son of a prophet, and I cannot tell what the boys will do in any school or any place after they leave our instruction. To illustrate, a few years ago a freshman who had maintained an excellent standing in our school had three or four hundred dollars—or something more; perhaps nearly a thousand dollars—fall to him, and he decided to go to college. He went into a boarding-house, and being more or less of a lively young man, he fell into company which resulted in dissipating his four or five hundred dollars, and he failed in college. His career in our school had been excellent; the surroundings amid which that young man spoiled himself were entirely responsible for his failure. If that young man had been certified, his failure would have been charged up to the school, which was in nowise responsible.

About five years ago a young man entered our school whose standing was excellent his first year. During the summer vacation he learned to smoke cigarettes. The following term his standing ran down; from that time on, as he succeeded in acquiring the tobacco habit, his standing continually dropped; he finished his course in school; his last term's work had not been at all to his credit. It was not a failure, but when we take into consideration what nature had done for him, his last year's work was not at all to his credit. Personally, I do not see how it would have been possible for us to certify as to what he would do in college. There was a continuous down-grade in his work;

if that down-grade continued he must necessarily fail in college; if, now, some influence surrounded him in college that should check that he would be successful. I do not see that we could certify that he would do satisfactory work.

Again, a young man some time ago entered the school, and during his first year was continually in trouble. He was reported to us frequently for not having done his work satisfactorily. His work during the first two years was more or less ragged. He went on, and the last year's work—particularly the last term's work—was fairly good, not especially good. I was very glad, indeed, when the time came for him to go to college, that I had announced four or five years ago that I would never again sign a recommendation or, rather, a certificate of admission to college. Here was a particular case that I did not feel that I could vouch for, and yet he passed his examinations, and I have heard within a week that he is likely to make the honor group in Amherst this present year—his first year in college. We cannot know definitely what young men will do, and it is not fair to the schools with which we are associated that they should be held responsible for pupils of that kind.

Again, one of the things we are asked to certify to on all of these certificates is that in our opinion the applicant has covered the work of the entrance requirements of the particular college to which he applies. I can certify that the boy either has or has not done his work satisfactorily in the school. I do not see how I can certify that he will be satisfactory to the college. So far as I am personally concerned, I decline to be held responsible by a college for any boy's preparation. It seems to me that the question as to whether a boy is fitted to enter Princeton, if you please, is not one for me to decide, not one for the school with which I am associated to decide, but a question entirely for Princeton to decide. If my boys are going to Cornell, Cornell should decide as to whether their preparation has been satisfactory or not, and so on; and it does not seem to me that it is fair to us as teachers or fair to our schools that we should be asked to certify to a boy's preparation for college; and I for one am frankly opposed to certification of any and all kinds.

MR. FARRAND.—I am not going to take any part in this discussion. I rise, in the absence of Professor Crawley, to answer

the question raised by Dr. Birdsall, as to how the committee propose that this college certificate board should be organized.

The committee felt that the organization of the board should be in the hands of those who were to conduct it, and the plan in view is this: If the report is accepted by the association at the business meeting to-morrow some one will move the appointment of a committee of this association to take the necessary steps for the organization of the board. That committee, in all probability, will, exactly as was done when the College Entrance Examination Board was formed, invite the co-operation of all the colleges in the association that are willing to go into the board—delegates from those colleges meeting together, probably asking the co-operation or the advice of certain representative schoolmasters—to frame a constitution for the board and to put it into operation. If that board decides, as the College Entrance Examination Board did, that it wishes secondary school representatives on the board, it will provide in its constitution for the appointment of its members—either have them appointed by this association or selected in some other way. That is the plan, as far as the committee had it in shape. Does that answer the question?

MR. BIRDSALL.—Quite satisfactorily.

PROF. HENRY BEDINGER MITCHELL, COLUMBIA UNIVERSITY.—I wish only to ask a question, which I think probably Mr. Farrand will be able to answer, and that is, whether the committee has considered the feasibility of uniting the functions of this proposed board of certification with those now exercised by the examination board? It would seem as though the examination board already had a large part of the information and machinery the board of certification would need. It has a wide connection among the schools. It is at present conducting the examination of candidates sent to the colleges by those schools. It would seem, therefore, to be well qualified to judge of those conditions which would properly permit of the waiving of an examination and the acceptance of certificates from any particular school. I want to ask whether this plan has been considered, and, if so, what objections prevented its recommendation by the committee?

MR. FARRAND.—I am unable to state. My memory is at fault as to whether the committee formally considered that matter. The individual members of the committee did consider the matter in conference with representatives of the College Entrance Examination Board to see whether any feasible plan could be devised by which the college examination board could undertake this work; and all that I recall at the moment is that no plan that seemed feasible was suggested.

DR. BUCHANAN, DeWITT CLINTON HIGH SCHOOL.—It cannot be possible that the cause of failure of a boy in his first year in college is altogether the lack of preparation in the secondary school. Boys who have made first-class preparation in the secondary school tell me that often failure on the part of boys in their first year in college is traceable to one or more of several causes: (a) to too much freedom; (b) to too lax discipline; (c) to lack of enthusiasm on the part of the teacher in the college in the subject taught; (d) to the fact that teachers in colleges in first years are not as scholarly or as expert as are teachers in secondary schools; (e) to the emphasis given to athletics, in the hurras, bonfires and general excitement after each victory in college games.

## THIRD SESSION

Friday, November 29th, at 8 P. M.

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### PRESIDENT'S ADDRESS.

#### SCHOOL AND COLLEGE.

PRESIDENT WOODROW WILSON, PRINCETON UNIVERSITY.

There is no one to introduce the speaker of the evening except myself. I would fain commend my friend to your indulgent hearing. He is essentially a modest man, but he is accustomed to utter certain ideas for the pleasure of intellectual adventure. There is no way in which to avoid life's falling dull unless you propose things which at least arouse discussion; and he professes to have found, in his brief experience as a college president, that no one is more serviceable to you than the men who oppose your ideas. My friend tells me that his ideas have been more perfected by those who have opposed them than by himself. They have enabled him to see the points at which they needed adjustment, the points at which they needed to be guarded, the points which would make them efficacious in execution. It is such a person, so disposed to learn, so new in learning in his present position, whom I have the pleasure of introducing to you this evening.

The topic I have chosen is one which allows me plenty of sea room. Speaking on "School and College," one can give himself leave to say almost anything about education that it pleases him to say; and I think that one of the greatest interests that attaches to our generation is, that almost everything regarding education has to be said over again.

We have just passed through a period in education when everything seemed in process of dissolution, when all standards were removed, when there was a universal dispersion of every established conception; when men did not hold themselves to plans, but opened the whole field, as if you drew a river out of its courses and invited it to spread abroad over the countryside. For there was a time in the generation which preceded our own, when education was confined within very narrow courses, when it did

not sufficiently fertilize the great areas of educational interest—of intellectual interests; and it was the task of that particular generation to see that the waters were no longer confined to a little territory, but were allowed to spread abroad over a great new land.

To come out of my figure, we have just passed through a period when the whole domain of knowledge has been added to by subject after subject, and when it was absolutely necessary that the boundaries should be constantly enlarged in order that we might include the new things that had come to engage the human mind.

It does not make very much difference how you define the features of the period through which we have passed. The term under which we generally designate it is "the elective system of studies." I received a catalogue from a college the other day, a college not ancient in its foundation, in which it was stated that the institution was ready to offer 365 courses, and would offer any others upon the demand of as many as five students. In other words, this institution, like its elders and betters, had undertaken to put upon its curriculum almost every known subject of study, and had put all those subjects of study upon its curriculum upon an equal footing, not presuming to suggest to the student which were the greater subjects and which the minor; not presuming to point out to him what was the natural point of entrance and the natural point of exit, but inviting him to enter anywhere and go any whither in his search for knowledge throughout a vast and various field.

This is what I have called the period of dispersion, the period of the dissolution of standards, when we do not undertake to say that one study is more worth while than another study, but say to every student: "Judge for yourself, by your own tastes to begin with, which studies are most worth while for you; and sit you down to a free feast!"

Not only so, but we have just passed through a period abounding in pedagogical theories. We have been doing nothing else than make reckless experiments upon lads and youths, upon girls and maidens, for the purpose of testing newfangled notions which we put forth out of intellectual curiosity more than out of deep conviction. I was talking not long ago to a very interesting lady, who was trying to expound to me some of the new

theories of education, finding me to be a very ignorant person; and she was talking to me about the individual child, and the sociologic child, and various other kinds of children until I became confused; and I said, "I beg your pardon, but I am afraid I don't know what you are talking about"; and she said, "Perhaps it is the terms I am using." "No," I replied; "I am afraid it is the ideas you are using." She was representing each child as having a sort of section here and there in its intellectual biology which made it necessary to treat one section of the child after one chemistry of development and another layer of the child after another chemistry of development. I had never met children so sectionalized; I had never been aware that I had myself developed out of such an incomplete and un-united series of sections; and so I was confused not by her terminology (for I understood what the words meant), but by her ideas, for I was unable to grasp them.

And yet she was perfectly serious; she was very capable; and she was subjecting the children whom she dealt with to experimentation upon the basis of these theories. You know perfectly well what the result has been; you know that the children of the past two or three decades in our schools have not been educated. You know that the pupils in the colleges in the last several decades have not been educated. You know that with all our teaching we train nobody; you know that with all our instructing we educate nobody. I say you know this—not meaning that you will admit it in a public discussion, but that when you are alone upon your knees at night you would feel obliged to confess it.

I have had the experience (which I am sure is common to modern teachers) of feeling that I was bending all my efforts to do a thing which was not susceptible of being done, and that the teaching that I professed to do was as if done in a vacuum, as if done without a transmitting medium, as if done without an atmosphere in which the forces could be transmitted. I am not indicting other persons any more than I am indicting myself. I have been teaching now for nearly twenty years; I have been conducting classroom exercises for nearly twenty years; and I don't think I have been teaching any appreciable portion of that time. I have been delivering lectures which I meant to be interesting; I have been saying things some of which I knew; I have been repeating other things—many other things—which I

have heard; I have been putting together views of knowledge much more systematic than my own investigations warranted me in putting together; and the result has been that my pupils have for the most part remembered my stories and forgotten my lectures. Because it is one of the privileges of a teacher, I think, to be bored, himself, with his own lecture and to allow himself to depart once and again from the course of the lecture in order to tell a story which has more or less connection with what he is saying.

I wish to state these things, if need be, in an extravagant form, in order to have you realize that we are upon the eve of a period of reconstruction. We are upon the eve of a period when we are going to set up standards. We are upon the eve of a period of synthesis, when, tired of this dispersion and standardless analysis, we are going to put things together into something like a connected and thought-out scheme of endeavor. It is inevitable; I never attend any gathering of this kind that I do not hear the frankest admissions that we are in search of the fundamental principles of the thing that we are trying to do.

It is certainly a most favorable state of mind in which to enter a new age. No man who knows the history of knowledge would think of impeaching the men who have been responsible for the dissolution of standards, because until the old narrow curricula were shattered it was impossible to include in our conception of learning all those great new bodies of knowledge which have arisen almost within the lifetime of men now living. It is only since about 1850 that the great bodies of science which we now teach have come into existence in teachable form; and it is only within that time that science has won its place among the great disciplines of the human mind; it is only within that period that we have taken the physical universe within the boundaries of our comprehension and have tried to make men acquainted, not merely with the things which proceed out of their own consciousness, but also with the things which proceed out of their own environment. It was necessary that the old hard-and-fast bodies of study should be broken in upon like antiquated fortresses, a new garrison put in, and all knowledge given leave at any rate to be brought into the synthesis which we were subsequently to attempt.

You will notice that whenever we have a serious discussion,

such as the discussions which have characterized the sessions of this Association to-day, we find ourselves confused, because we are talking about several different things at the same time, and are sometimes misled into supposing that we are talking about one and the same thing. We are not often enough aware that in speaking of education—present-day education—we are really speaking of two things and not of one thing. We must discriminate the two things of which the modern age stands in need. It stands in need, in the first place, of technical training: the great majority of our young people must be made mechanics. I do not mean *merely* mechanics of the hand, but mechanics *also* of the mind. They must be given some skilled capacity to accomplish certain definite and narrow tasks—must be given technical training—all those things which lead up to skill in particular material occupations and which are more necessary in our age than they ever were in any preceding age. There is almost no limit to the number of expert intellectual or manual mechanics which this age needs. The number of technical things there are to be understood, the number of technical things there are to be done, the number of technical things there are to be combined is almost beyond calculation. The majority of our youth must be given an exact and thorough technical training. That is one of the things this age needs; and if you count heads, it is the main thing that this age needs.

But in education we don't count heads: that is to say, we don't count the outsides of them. There is another sort of education which this age needs, and needs more than any preceding age: that kind which for many ages has borne amongst us the name of liberal education. If ever an age stood in need of men capable of seeing the invisible things, it is the age in which we live. If ever an age stood in need of the statesmanship of mind, this is that age; if ever an age stood in need of men lifted a little above their fellows in their point of view, who can see the significance of knowledge and of affairs, this is the age. If our great army of workers is to be left to work with their gaze concentrated upon the task, and there is no one to see visions, no one to order the field, no one to organize the great functions of mind and of organized effort of which we stand in need every day—why, then, we shall stumble upon immediate disaster. We are in need as no age ever was of liberal education; there are so

many things to co-ordinate in our thinking that we sadly stand in need of thinkers. When I speak of education, therefore, I mean a liberal education as distinguished from technical training, for it is to that theme I wish to confine myself this evening.

I am speaking of something which we too often leave out of our reckoning when we are thinking of our schools and colleges. I don't need to tell this company that information is not education; and I need only point out to you that in the great bulk of the work that we do in our schools and colleges, we are seeking nothing more than to impart information. We are seeking to communicate bodies of fact. Now, bodies of fact do not educate. Information is not an education. Information may clog the powers of the mind instead of drawing them forth. Information, unless the mind has the scope and grasp to digest and order it, is merely an impediment to the action of the mind. My father was in the habit of using very explicit English; and one of the things I remember him saying to me in one of the very early stages of my own education was this: "My son," he said, "the mind is not a prolix gut to be stuffed."

Now, when you think of the prolixity of the gut which is stretched back from the day of college graduation to the day of entering upon the primary school and think of the systematic stuffing it has undergone ever since the process was begun, you don't need to be told that there has been no process of digestion whatever. The figure is coarse only because we regard one of the words in it as coarse. It is true—as true as any material figure can be to a spiritual fact. It behooves us, therefore, to see what we are going to choose as our ideal standards in education. I mean, what we are going to understand education to be, let me again say, as distinguished from technical training, which I am not disparaging, but which I am now seeking to discriminate from this other thing.

It seems to me that the idea of education involves three things: it involves in the first place enlightenment. I read a very whimsical essay the other day by that delightful newer essayist of ours, Mr. Crothers, entitled "The Anglo-Saxon School of Polite Unlearning." Mr. Crothers pretends to have discovered in an out-of-the-way part of London a school whose object is to dispossess persons of their erroneous prepossessions, acting upon the principle that the trouble with us is the number of things that

we know that we are not so; and one of the most interesting pupils represented to be in this school was an Oxford graduate, who was contemplating an early visit to the United States. They had there undertaken to unload him of his misinformation about the United States of America. One of the exercises they gave him was this: they gave him an extract from a San Francisco newspaper saying that O'Brien, the well-known pugilist, was now devoting himself to literary studies and, under the guidance of a tutor, was reading Homer, Dante, and Milton, expecting, after he retired from the ring, to devote himself to literary pursuits. The Oxford man was directed to write an essay upon this extract showing how characteristic it was of a crude country to suppose that anybody was ready to study anything; "and then," said his teacher, "after satisfying yourself by proving that you with your classical education are much better able to appreciate Homer than O'Brien is, ask yourself which Homer would have appreciated more—you or O'Brien." It is so obvious that Homer would have preferred O'Brien! A stroke of insight and wit like that seems to strip away all the false paraphernalia with which we have surrounded classical learning and to set the *Iliad* up before us as an epic of the natural human being.

A great deal of perception is to be got by thus unloading most of the unilluminated information which we have conveyed to our pupils, by stripping away ruthlessly all those adornments of careful, painstaking scholarship which have obscured the storied facts of human existence; and one flash of the perception that Homer would have loved O'Brien is more illuminating than all the Oxford training with regard to the classics in that particular specimen of the Oxford outlook. It at least renders Homer as he probably was. That is what I call enlightenment; it is letting in that very rare thing in college and school classrooms—illuminating perception of what the thing means.

We are so punctilious about form in our teaching; we are so careful not to use gross words like the word *gut*; we are so careful to avoid the real facts of the case; we are so careful to obscure knowledge by interposing between the pupil and knowledge that great, thick, impenetrable body that we call information, the enormous, incalculable mass of irrelevant facts: facts irrelevant to the spiritual intent of the thing itself! It is a great

deal better to see one thing than merely to look at a thousand; it is a great deal better to penetrate to the heart of some one mystery than to idly speculate about a score of mysteries. And so it is better to conduct the student to the interior *penetralia* of some great subject than to take him on an excursion "Seeing Greater Knowledge."

Then there is another object in education; and that is what we have latterly grown into the habit of calling orientation—a word carrying certainly a very beautiful figurative meaning—that is to say, showing, with regard to some one thing perceived, how it stands related to the other things which the mind is capable of perceiving. There was a very interesting suggestion made in one of the discussions this forenoon when it was shown that our universities in their attempt to train teachers did not train the kind of teachers that would be most serviceable in the secondary schools because they did not train teachers who saw the relations of the particular things they taught to the larger bodies of knowledge to which they belonged. One of the speakers suggested that every university should have some one whose object it should be by some stimulating form of lecture to bring the students of pedagogical method to perceive that in handling any one subject they were moving in a particular part of the great domain of knowledge. It has always been a favorite idea of mine that every university should have a professor of things in general—that every university should have some one who would take the entering class and show them, as if upon a map, the great extending fields of knowledge: "Here lies biology, but close neighbor to it, so that you can hardly draw the frontiers, lies chemistry; and there close to chemistry (with boundaries again obscured) lies physics; and there alongside physics (again without scientific frontier) lies mathematics; and there, surrounding all this territory of related subjects, lie the great and sometimes shadowy territories of philosophy, our conception of what the human mind is capable of, of what the brain perceives, what the mind comprehends and what it is possible to establish by reason, the demonstrable, the undemonstrable, the purely speculative, the knowable. You are ever upon a continent of knowledge; you cannot look far abroad without seeing into other great territories of study. And all this territory has had an ancient and honorable history; up and down these great plains and upon

these great slopes have moved the great armies of human thinkers."

In the old ages, when they knew little of the history of thought, they went about among shadows, went about subject to many strange superstitions, which overcame them when they went out upon their expeditions to learn; but by slow degrees the mind's conquests of arms were pushed forward; men went first into this *terra incognita*, and there lies before us the map of the known world of knowledge.

It seems to me that it would be possible for the youngster to find himself in any one subject by knowing how it stands related to its great neighbor subjects, and never after that feel that he was in contact with a mere body of information, but know that he was in the territory of a great kingdom where vital forces were afield and where any day some new flash of light might come to make the way plainer and the day broader.

And so this business of orientation, of showing the youngster where he is, is one of the chief businesses of education. It is not necessary for the teacher alone; it is necessary also for the pupil, that he should know where he is. I cannot refrain from returning to a favorite illustration of mine (which I am sure some of my friends present have heard). When a man loses his way in a strange country you say that he has lost himself, and yet, in fact, that is the only thing he has *not* lost: *he is there*. That is demonstrable, and he knows it. But *he has lost all the rest of the world*. If he knew where any fixed point was, he could steer by it; but he doesn't know any fixed point, and therefore he has lost all the rest of the world.

Now, if you take a human mind and put it in a strange country and leave it, it is there, but it hasn't the least notion where it is; it is lost in the strictest sense of the word. That is, so far as its consciousness is concerned; it is nowhere at all. It has no relations to anything else. And you get the figure of orientation by knowing that if you only give that mind the notion of where the East is, it is easy after that to find the West and the North and the South and to box the whole compass; but not until some point of the compass is known.

But there is another object of education. We have talked a great deal in our day about enlightenment and about orientation; but we have stopped talking about *discipline*. The chief object

of education is discipline. There is an old and trite illustration which must always be used, because it is the best illustration; that is, the illustration of the gymnasium. I have never heard of any youngster who went into the gymnasium because he expected to do the double trapeze with his partner in business when he graduated. I have never seen anything done in the gymnasium which was practical, in the sense in which we are now inclined to use that word with regard to the subject of education. All that the youngster in the gymnasium is trying to do is to get his muscles in such shape and the red corpuscles of his blood in such heart that he can do anything with himself physically that he wishes afterward; can stand the strains and be ready for all the sudden exertions of life; so that his heart will be used to having a strain put upon it and can pump, with slow and persistent complacency, when the utmost strains of life are put upon it at last.

That is discipline of the body; and anything that can discipline the body is serviceable for the uses of our physical life. Similarly, anything—it is sometimes a matter of indifference what—that can discipline the mind is serviceable for our life intellectual; and what does not discipline the mind is not serviceable.

If you accept that principle, then you cannot put all subjects of study upon an equality. Some things discipline the mind, and some do not. Some things are difficult and some things easy; and nothing so disciplines the mind as that which is difficult. I think the ideal method of discipline intellectually would be to give young people the things hardest for them to do, and then as soon as they begun to be easy, stop them and give them something else that was hard, so that they might presently get accustomed to the constant strain of fibre which would make anything after that easy of accomplishment. There is an old adage: "Beware of the man of one book!" By which is not meant beware of him because he is narrow, but beware of him because he knows something, and if you get in his track with regard to that thing you are going to get run over. If every man was a man of one book, of one subject, your only right strategy in life would be to feel tenderly around when you got in conversation with him until you found what his one subject of conversation was, and then avoid that. The athleticism of perfection in that one thing would make him a dangerous and ugly customer to handle.

When you come to look over the exceedingly various fields of modern knowledge, how many elements are there? Not how many subjects—they are innumerable—but how many *elements*? I do not see more than these: science (by which I mean pure science), literature, philosophy, history. Of course, in speaking of literature I include language, which is the vehicle of literature; of course, in speaking of history, I include politics, which concerns itself with many of the chief transactions of history; but, if we make the proper inclusions of these terms, what else is there besides pure science, pure philosophy, pure literature, and history and politics?

There are four bodies of discipline. There is the body of discipline which we call science; and inasmuch as almost all sciences have the same method and involve the same processes of observation and generalization, they can be regarded as alike in disciplinary effect. Not all of them are alike in the degree in which they discipline; but all of them are alike in the kind of discipline to which they subject the human mind.

Then there is the great body of philosophical thinking: by which I do not mean vague speculation as to the human mind, but the rational putting together of the experiences of the human mind.

And then there is pure literature, that product of thought and of fancy and of form which springs almost (it would sometimes seem in the case of great national literatures) out of the common consciousness, where the most exquisite voices are, the voices which most perfectly express the general and common impulse, where your most authentic spokesman is the poet, who can demonstrate nothing, but who feels and perceives everything. And for the hearing of this authentic voice you must be master of its instrument, of the speech which it uses.

Then there are all the transactions of the human race which we call its history and politics.

Now, in seeking a process of enlightenment, of discipline, and of orientation amidst these great bodies of knowledge, *how* are we going to seek them? It seems to me, ladies and gentlemen, that we shall never accomplish anything in our attempt at educational reorganization until we get rid of the idea which too much pervades an association, like this—the idea that our relations to each other as schoolmen and collegemen is that the one set of us

are preparing youngsters for the other set of us to teach. Until we realize that the school and the college are doing the same thing exactly, we shall not get anywhere. Until we realize that, it is neither here nor there with regard to the kind of thing we are doing whether the boy or girl is going beyond the school course or going to stop at the end of it. It is only a question of how far you carry them in a process which is the same from beginning to end; and if there were any process, such as the process of certification that we were discussing this afternoon, which could make us unaware that we were crossing a bridge when we were leaving the school and entering the college; if there were some common method of life for the schoolboy and the collegeman which should make him feel less sharply than he does that when he leaves the school and enters the college he has entered a new kind of world, it would be worth while to make all the changes necessary in order to adopt it—in order to make the boy feel that he is not going from one thing to another, but that he is simply going on to prosecute a little further the fair journey upon which he had set out.

We ought to realize that the school is not preparing the boy for the college, but that school and college are alike endeavoring, so far as time and opportunity permit, to educate the boy; and therefore it is just as important for the school to make up its mind what its method of enlightening, of discipline and of orientation is to be, as for the college.

We are all of one family; we are all engaged upon the same thing; and we cannot do it in two ways. We must do it in one way. If we do it in two ways we shall miss connection. Therefore, it seems to me that you must set your technical training schools apart from your other schools; your technical colleges apart from your other colleges. I do not mean geographically apart from them. I think they ought to have a spiritual relationship, which is best preserved when they are in close geographical juxtaposition; but I mean that you must not confuse the aims and processes of the one with the aims and processes of the other, must not try to do two things at once with the same pupils. I am asking you to consider liberal education to-night as a task of the school as well as a task of the college.

Now, if I have been speaking the truth, what is the proper method of liberal education? I have spoken of its object, name-

ly, enlightenment, discipline, orientation; I have spoken of its elements: pure science, pure philosophy, pure literature, history and politics. Now, what of its method? Well, in the first place, it seems to me that you must choose a particular body of studies; you must choose a particular sequence of studies; you must choose a particular systematization and relation of studies; not the same for all men, for all pupils, but some one consistent thing for each pupil. Let me illustrate. I am not going to make practical suggestions. The suggestions I am going to make are merely by way of illustration and are unpractical, because for the moment impracticable. I am simply trying to point you forward to a time which may come, but which I do not know whether we shall ever see.

Suppose that you were to make up your mind to find your liberal education in the schools in this way: to give every pupil the fundamental science; that is to say, mathematics; to give every pupil one language—let him choose any one he pleases besides Latin. It happens that Latin is the medium, so to say the background—almost the substance—of so many modern languages that it is in a sense indispensable. Let him choose one language besides the Latin—let it be Greek or let it be Spanish; it does not make any difference whether it is a modern language or an ancient language, but one language besides Latin—let him swim from first to last in the atmosphere of Latin, and then let him choose one language besides Latin. Then give up the attempt to teach English literature. You can teach English literature as a science, which it is not; or as an art, which in your hands it cannot be; but whichever way you choose to attempt to teach it you will fail, if you regard it as a thing to be objectively imparted. You cannot pedagogically impart the song of a bird; you cannot pedagogically impart the appreciation of a landscape; you cannot pedagogically impart even the nice appreciation of idioms. The only way you will ever appreciate the idiom is by hearing it often; the idiom you hear most of you will most appreciate. I judge that the modern young college man and the modern young college woman most appreciate the idiom we call slang, for I don't hear them use anything else with gusto. The other idioms which they use they use as if they were on dress parade and knew that they were talking to a college professor. For them the only possible appreciation is the appreciation of

slang, which in certain instances I very much appreciate myself. I admit that there are exigencies in one's life when nothing else will serve.

English, I believe, will some day come to have its proper place, both in our schools and in our colleges. It will be, what it is not to-day—the medium of all instruction. If you hold yourselves to the rule that nothing is taught by you correctly that is not taught in the best English you can command, and if you accustom the pupil to realize the fact that nothing is acceptable from him or her by way of reply that is not couched in the best English within their reach, you won't have to teach English as a language in any other way. The only way to learn English and to appreciate it is to use it. That is the law with regard to every fact. The only way to feel its power, the only way to find its thrill communicable to you, is to get into electric connection with it by appropriating its power and making it think your thoughts, making it the vehicle of your messages from mind to mind.

I have sometimes wondered what would happen to a college class if every examination paper were rejected which did not contain correct English. There wouldn't be any school certified then, because everybody would fail. And the excuse is, that they had to be so rapidly written; in other words, we know so little English that we need time and deliberation to use it. That is because from our childhood up we have not been brought to book and made to use it. We have been told stories in the crudest form, instead of being carried to the exquisite fountains of English in which all our older stories are to be found—instead of having been reared, from the time we were born until now, upon the sweet musical sound of a language richer than any other in cadence and sweetness, we have been given the rough phrases of the street ever since we can remember; and we cannot be taught English literature on those terms. If you ever teach English in your schools or colleges it will be because English is the atmosphere in your schools and colleges, the vehicle of their thoughts.

And then it is perfectly possible in every school to give the pupils a sense of the movement of affairs in the world in the past and at the present time. I think the impression I got when I was a boy of history was that it was something that had happened long ago, but wasn't happening now. I certainly got the

impression that almost every schoolboy gets, that Cæsar's Commentaries were written for a schoolbook. If I had ever been allowed to realize the fact that this book was written by a famous general of what he did himself I think I would have sat up nights and taken notice; but none of these things were communicated to me. I was simply asked: "In what case is that noun?"

You will say that this is reducing education to very simple terms. Yes, very simple terms. But suppose you had a thorough grasp on the fundamental principles of mathematics; suppose that you thoroughly knew Latin and were thoroughly grounded in some one other language; suppose that you could really read the English language and love its finer forms; suppose that you had a conception of the reality of history—don't you think you will be fairly educated? And how many of your pupils has any one of those things? I am not blaming you; you have been caught in a ridiculous system, where we are trying to teach a student everything and don't teach him anything. When we come down to the real education of school children and undergraduates, we are going to come down to some basis like this.

When you pass over into the college, what are you going to do? You are going to make the pupil take one science besides his mathematics, in which he is already grounded and which he will need in almost any science that he takes. Mathematics is, so to say, science relieved of the embarrassments of physical environment. It is science which is free of the trammels of time and space, and reasons about everything with its feet off the ground for the most part, so that it may reason without impediment, but which reasons with the strictest fidelity from the premises to the conclusion, and will not allow itself to leap in the process or diverge from the direct line of inference. So that it is the fundamental discipline of all scientific thinking. If your youngster really has got his mind habituated to that kind of fidelity in the treatment of his premises, then put him in some one science and give him four years of it. Let him continue the one language besides Latin whose grammar and vocabulary you grounded him in in school, and let him take that four years so that when he comes out he can read anything in that language and can speak it and write it with ease. Subject him during those four years also to the principal processes of philosophical training: logic, the main conceptions of psychology, the main items of the

history of human thought, the conceptions men have had of the universe and of their relation to it, and of their own processes of thinking; and you will incidentally have done everything that I have been suggesting with regard to the school. You will have saturated him in two literatures: in the literature of the language which he is adding to Latin and in the literature of his own language, because it will be a constant medium for everything that he thinks.

And then, at last, because in the school he has learned the reality of history and of political action, you can take him out upon the great field of the systematic study of history for four years.

Four subjects pursued for four years will have a remarkable effect upon him when he graduates. Where are we now amidst a miscellany of studies? It is said that the quantity of our entrance examinations is too great; of course it is too great; but it is not too great simply because we add a little piece here to mathematics and another over there in Latin and piece out the subjects; but because we have an enormous variety of subjects which every school is obliged to prepare its pupils in if they are going to enter college. There will be, after we have made our changes, as many subjects for the school, but not as many subjects for any one student. He will be examined (if I may recur to my illustration again) in his mathematics, in his Latin, in the one language which he has qualified to follow, and in practically nothing else; and when he comes out, he will have had enlightenment and discipline and orientation. I sympathized so deeply with Dr. Sihler this morning when he said that we shall be obliged to reduce our education for each person—not for all, but for each person,—to a small body of great subjects; and until we have done that, we will not have returned to the true process of education.

Now, ladies and gentlemen, you will say: "You have attempted to deliver to us a very dogmatic and far-reaching lecture on education; and you have called it 'School and College'." What else could I call it? For the central idea I wish to leave with you is, that in purpose and method there is no difference between school and college. We have neglected the union and organization of forces. We have divided our learning as if we had done away with our union of States and had dissolved the federal

government into a body of local principalities; and so we have neglected the very genius of our race, which is the genius of organization. The only way in which the American people have not yet shown a supreme genius in organization is that they have not yet shown a genius for simplification.

The very genius of organization is simplification. That man has not a genius for executive duty or for organization who multiplies means of action. He is the true genius who unites and simplifies; and so our real task for the immediate future is to discover the essential elements of education, whether they be those that are found catalogued here or not, and then with the utmost courage and with profound simplicity bring them together into a great *organum* which we shall be able after that to use as the lasting standard of the things we are trying to do.

We have enlarged our territories of knowledge, and we are at the same stage of mind that the Supreme Court is in: it says that Porto Rico is foreign territory and the Philippines are not: I have forgotten whether it is that way or the other way; it doesn't make any difference; but for some purposes they are foreign countries and for other purposes they are domestic countries, and we have not found the method of law by which to tie them unto ourselves and digest them into our political system. So with our knowledge: we have annexed territories and not known how to govern and unite them to those that are older and more established in their forms of instruction. What I plead for is, not agreement with the specific things that I have made this discourse up of, but agreement with the great thesis that I have endeavored, by all sorts of excursions and illustrations, to illustrate, namely: that we have missed the meaning of education; we have forgotten to assemble the elements of education; and we have forgotten to concentrate and simplify its methods.

## FOURTH SESSION

Saturday, November 30th, at 10 A. M.

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### PREPARATION FOR COLLEGE AS A MEANS OF EDUCATION.

DR. THOMAS STOCKHAM BAKER, TOME INSTITUTE.

The schoolboy of to-day does not do enough work. His school-year is not long enough and the vacations are too frequent and too protracted. He is the creature of so many distractions that the real object of going to school is frequently forgotten. We find our boys getting more and more restless from year to year. We find an increasing craving for excitement, for diversions, a growing interest in the amusements of older people. The violent upheaval that follows an athletic victory, the obtrusive business of running the manifold schoolboy enterprises—his year book, his newspaper, his fraternities, his dramatic societies, his so-called musical organizations—these are but a few of the subjects which occupy his attention and drag him away from his scholastic work. There is always something to disconcert the normal course of his studies.

This is accompanied by a noticeable aging of the boys. I venture to say that the boy of seventeen is a far more sophisticated person than would have been possible twenty-five years ago. His interests, his pastimes, his very vocabulary are those of a senior in college of former days. The boys of to-day are too old. They have lost much of the charm of boyishness in their efforts to ape the manners and mannerisms of their elders. Their lives are becoming too complex, their engagements too varied, their amusements too high pitched, and the efforts which the humble schoolmaster makes to arouse an interest in learning for its own sake and to awaken an enthusiasm for literature, are very tasteless offerings to counterbalance the violent fascination of the lad's highly spiced diversions.

It is the duty of the schoolmaster to use every possible means to simplify the existence of schoolboys; to set his face against the present extravagances—extravagance in the waste of time,

extravagance in the neglect of opportunities. Public sentiment should stamp such excesses as vulgar and unworthy of institutions whose object is the care of boys in the most impressionable period of their lives. The artificialities of existence come soon enough, and no effort should be spared to keep at least the schools free from them.

Furthermore, the prevalent idea that the school is merely a temporary abiding place, that the college is the real aim and object of the years of servitude which are passed in preparation, adds another element to the unrest and unsettlement of spirit which pervade secondary schools. Whip and spur are applied to drive the boy into college. He must reach this goal no matter at what cost. The work of the school is of consequence in so far as it increases the speed of the onrush.

The schools are getting very bad nerves. Between the violent amusements and the breakneck educational policy to which we are committed there is very little opportunity for repose, without which no serious work of any kind can be done. Let us stop, let us pray for a quieter spirit in our schools, let us have our pupils boys again, and then we can talk reasonably about the relation of the colleges and the schools.

Preparation for college is an entirely satisfactory means of education if it teaches principles as well as the mere facts; if the emphasis is placed upon quality rather than quantity. The school is the place where the man is to get his habits of work, his mental self-control, his appreciation of the value of time and finally a respect for learning and letters. We cannot expect the colleges to make thinkers and artists out of our pupils if we do not teach them how to take advantage of the opportunities which are given them.

After all, the chief object of education should be to train the will quite as much as the mind. A man who can control his will can usually direct his mind in the most profitable way. Therefore, in dealing with boys, it should be our first duty to aid them to become masters of themselves, and to wisely administer their abilities, their powers and their time. Boys who are permitted to dissipate their energies in the distractions with which we are very familiar cannot hope to acquire this mental poise which is inestimable. It can only be gained by practicing a very careful system in the arrangement of the day's work. Study hours

should be kept inviolable as the most sacred part of the school's engagements. There should be an absolutely rigid routine. Furthermore, the quality of work done in these periods of preparation should be controlled in some manner. Boys frequently pass long periods over their books without getting any tangible results. It is the power of mental concentration which is to be sought for, and every device that the schoolmaster can find should be employed to further this end. Here the boarding school has certain advantages over a day school, although I would not maintain that it has not also disadvantages. In a properly conducted boarding school it is possible to control the study hours more completely than in a day school. Boys who live at home conform to the routine of their household. Parents rarely have time to supervise their work. On this account their preparation may be less certain.

We can only teach proper principles by exacting serious work and a great deal of it. I conceive the greatest benefit that a school can bestow upon a boy is, not to place him in college with a good grade, but to teach him how to study, and the average boy only learns this after years of persistent effort to keep him at his tasks.

We hear a great deal nowadays about the manly boy and about the dangers of his becoming a mollycoddle, but in our efforts to make his school life attractive we are in danger of developing a race whose later course will be far more disastrous than if it had enjoyed in its youth a vigorous course of plain living and high thinking. And the eternal college entrance question places in one's way a tremendous temptation to help the boy over the rough places instead of placing the responsibility on him. We coach him, we annotate his texts down to the minutest details, we simplify his tasks, we remove all the inequalities from the high-road of learning, and we are in danger of producing a *mental mollycoddle*—a type whose intellectual powers are distressingly sickly and stunted. He may be a hero in all that pertains to physical strenuousness, but his mind is strangely sluggish. The mental mollycoddle is not an unusual product of this our forcing process.

The incessant coaching methods which we have to pursue give to much of the teaching done by the secondary school a utilitarian character which is to be deplored. We are compelled to teach

in the way which will best satisfy the college entrance requirements, and while the keynote of all correct education should be "Learning for its own sake," we have to countenance a good deal the motto, "Learn in order to get into college." This is crass utilitarianism, which has no place in a system in which correct ideals are of paramount importance.

But how can we change the point of view which schools have to maintain? This, ladies and gentlemen, must be a matter of time. First, we must ask the colleges to adopt a qualitative analysis of our work instead of the quantitative method now generally in vogue. Second, we must ask the colleges to do away with certain of their irrational conditions. In another place I have spoken of the vagaries of college entrance requirements. These are familiar to most teachers, and I am sure some of the most glaring inconsistencies will be corrected in the near future. In the meantime the schools must send boys to college, and we must accept the conditions as they exist. To conform to these conditions, and at the same time to teach right principles, we must insist upon more careful primary preparation and upon a greater degree of industry on the part of our pupils. We shall be compelled to refuse to accept boys in the secondary schools who are deficient in elementary training, and we shall have to refuse to accept the responsibility for idlers.

There are many beautiful phrases such as "character building," "moral atmosphere," "uplifting the boy," which are used very glibly and which are very suggestive, but the school that has the best atmosphere is generally the school where the most work is done. The boy improves most quickly mentally, morally and physically who is kept the busiest.

No, we do not want a nation of prigs nor of bookworms nor of professors (Heaven forbid!), but we can make use of more scholars and more real students. We can dispense with quite a little nervous energy if we can have more right-thinking. Universities and scientific foundations cannot bring this about unless our schools teach a real appreciation of accurate scholarship. A clever Harvard professor has said that we do not want the "sweat-shop" educational policy of Germany. Doubtless, German methods would be entirely unwarranted in this country and in this climate. But we cannot but admire the results that are achieved in the Fatherland, and ought at least to hope that we may get some of the German spirit without its asperities.

To be sure, every practical schoolmaster knows the difficulty of getting even the most elementary conceptions into the heads of some boys. He believes he has achieved an educational triumph if he succeeds in putting one of these helpless lads into the least exacting of colleges. He feels that he has no time to think of such vague abstractions as scholarly atmosphere, but he will welcome the most trifling assistance in getting rid of some of the distractions which disturb his dull pupils.

On the other hand, a boy's mind must be active. It is as natural for him to develop mentally as it is for him to grow physically. The task of the schoolmaster is to utilize this inexhaustible mental energy which is lodged in the growing boy. It is indeed very elusive, and its natural course seems to be rather away from books and in the direction of all sorts of extravagant diversions. The amount of ingenuity and mental power that a boy expends in learning the batting averages of the leading baseball players or the peculiarities of the college football teams is sufficient, if utilized in more scholastic directions, to accomplish great results.

Every teacher has been more than once surprised at the extraordinary knowledge which boys display of all sorts of seemingly useless things. But when we try to interest them in mathematical problems or grammatical questions their minds seem to become blank. It frequently happens that boys who are apparently very alert and intelligent show the most excessive stupidity in the classroom. Wonderful transformations, however, take place sometimes, and we can all recall such instances. The boy happens to become interested in some chance topic; it may not be a strict school subject, but he is aroused; he wins a prize for a declamation or composition, or it may be for manual training or drawing—and he is a changed boy. His interest extends to other subjects, and only a spark was needed to arouse the slumbering mental energy. Such cases are more frequent in proportion as the atmosphere of the school is stimulating. Where the emphasis is laid upon good scholarship, boys are more quickly aroused to exert themselves, and the proportion of hopeless students is lessened.

It would seem that the college requirements as they exist today present us with a fair proportion of the ingredients which should make for the education of a well-rounded man. The

adjustment of the amount of the classics, mathematics, modern languages and science seems to be very nearly a correct one. On this account we of the secondary schools owe a debt to the colleges for their recommendations. There was a time when the schools were far less able to make up a proper curriculum than is at present the case. The suggestions which came from the higher institutions were then of the most vital consequence in shaping the course of educational development. But as the schools have grown in size and number, the colleges have been relieved of much of the work that they formerly had to do. The preponderating influence of the colleges has also been lessened. The advice and the experience of schoolmen have been accepted with increasing appreciation, and there is every reason to believe that the mutual understanding between the two classes of institutions is becoming from day to day more satisfactory.

In this connection I am impelled to refer to what seems to me to be a defect in one of the requirements which the technical institutions make for admission. There are very few engineering schools which lay any emphasis upon the study of Latin as an entrance requirement. It is quite natural that this should be the case. The classics do not play any important part in the equipment of a technical expert. But a failure to hold boys up to the requirements in Latin for admission to these special courses unconsciously lowers the standard of admission. Boys frequently do not decide to go to college until quite late in their school course. A boy of seventeen or eighteen makes up his mind at the eleventh hour that he wants to have collegiate training. He looks up the matter of the admission requirements. He casts up his own account and finds out in what subjects he is deficient. Yes, he has studied Latin, it may be for a year or two, but he has had no great success. He finds that he would have to put two or three more years on this subject, and he is unwilling to wait. He wants to go to college, and it does not make a great deal of difference to him where he goes, just so he finds an institution that does not prescribe Latin. So the engineering school is the nearest thing to hand, and in order to get within the academic walls he makes up his mind all at once to become an engineer, although he may have no serious convictions about the profession of engineering. The chief determining factor has been to get to a place where his poor work in Latin will not count against him. The effect upon

the standard of the higher institution is very obvious. This is not intended as a plea for the study of Latin. It is merely an observation which is frequently made.

It is impossible to exaggerate the importance of the work done in secondary schools; we should not place any more burdens upon the schoolman, but by promoting an appreciation of the inestimable value of his work we may hope to give him a greater degree of independence and a larger share in the management of his own school affairs.

One of the most unfortunate features of school life to-day is that boys do almost no general reading. When they leave school—I might even say when they leave college—their stock of information and their impressions about literature are almost entirely those that have been gained from their tasks and in the classrooms. They have very little general knowledge. They have no fund to draw on for allusions. Preparation for college is assuredly a most unhappy and inadequate means of education if it does not admit of some general culture. However, I do not believe the fault lies with the demands of the colleges. We not infrequently hear that the examinations are so rigorous that there is no time left for other pursuits. This is to be doubted. There can be no question that the colleges do not appreciate the schoolmaster's difficulties, but the removal of these infelicities would not solve all our problems, and I fear this matter of private reading is one of them.

The pastimes are so absorbing that very few young students can develop any literary interests that are independent of class exercises. This is a subject which is very difficult to deal with. If the teacher prescribes a course of reading it becomes at once a task and loses all the virtues which arise from spontaneity. But something should be done to encourage boys to read on their own account. There are few men who do not value the private reading done in their youth far more than many courses they had at school or at college.

The time will come when such topics as "Preparation for College as a Means of Education" will not exist. We shall cease to talk about preparation, about preparatory schools, about requirements for admission, about how best to get a boy into college and such other favorite subjects as seem to be inevitable at present. The time will come when boys will not be *prepared* for

college. They will enter college, but it will be an incident in their lives as natural as passing from one class to another. What is now called the work of preparatory schools will be simply one phase, one period in a man's education. Then the unhappy expression *preparatory* schools will go out of use, and we shall have to invent a more distinguished and dignified name for this our Association. However, this prophecy is for the future. The time is by no means accomplished when college requirements shall pass away. They are necessary as conditions exist at present. Nor should there be any desire that the amount of work done by our schools measured in terms of quality should be decreased in the slightest degree.

The importance of the secondary schools depends upon the importance which the colleges attach to their entrance examinations and certificates. We may hope that some of the glaring inconsistencies will be done away with in the near future. It is also much to be desired that the framers of the college requirements shall learn to express themselves in a manner which will be intelligible to a larger number of people. At the present time there are comparatively few who have the necessary lexicographical, philological, and mathematical knowledge to expound the statements which are issued.

In the meantime, in order to bring about more satisfactory relations between the two departments of education, it is necessary to exact of schoolboys a larger amount of work. In doing this, the number of their so-called amusements must be reduced. Unquestionably there are many schools where industry and good scholarship are the first requisites. But there can be no doubt that on the whole the standards of effort are not as high as they might be. When we have adopted a simpler school-life, and when we fully appreciate the idea that the soundness of scholarship in the schools determines the soundness of scholarship in the higher institutions, then we shall have discovered that our pupils are more than adequately prepared and at the same time have enjoyed the best possible means of education.

## PREPARATION FOR COLLEGE AS A MEANS OF EDUCATION.

MISS JESSIE E. ALLEN, PHILADELPHIA HIGH SCHOOL FOR GIRLS.

In one of his fables, La Fontaine has rehearsed the fate of a foolish little frog who stretched and strained and swelled in the hope that she might some day grow to the stature of the stately ox. Need I say that it is with a keen premonition of that little frog's tragic end that I have come to this discussion!

Though it was more than a century ago that Kant wrote, "Education is the greatest and hardest problem which can be proposed to man," there is probably no one present who on reviewing his teaching experience would be tempted to gainsay this. At this time, when the efficiency of the secondary school has come to be measured largely by the preparation which it affords for college, it becomes all friends of higher education to ask how far college preparation offers a solution for this "greatest and hardest problem" of civilization. What are the elements of strength in the college preparatory course? How may they be augmented?

It is necessary to assume at the outset that this question does not concern, save incidentally, the student who goes to college, since he may be reasonably expected to find in that curriculum a means of supplying deficiencies in his preparatory work. The issue rather involves the development and well-being of the pupil whose only school training is to be that obtained in the secondary school. In the case of such a boy or girl, what equipment does college preparation give for that life of usefulness in the community, which is the best justification of any course of study?

The charges commonly brought against college preparation, although diversely stated, express much the same thought. It is said that the course is narrow, the extent of its subject matter is too restricted, that it fails to prepare for life. This last phrase, variously interpreted in the mouths of the multitude who use it, is sometimes understood to mean that the pupil is not fitted for some definite, practical work, thereby assigning to the high school the function of the industrial and trade schools.

In recognizing the fact that schools are for the education of all kinds of people, we are awaking to a realization that it is just as

surely a truism that there must be all kinds of schools to meet these different needs. While it is most emphatically not true that college preparation is only for a chosen few, peculiarly ordained to achieve high grades and distinction for their alma maters in entrance examinations, it is equally certain that there are some members of our high school classes who by reason of mental deficiencies are predestined to be hewers of wood and drawers of water. Grant that such pupils do not find their best opportunity for growth in a literary course of study, but in the industrial school, this does not prove that college preparation fails in the means it affords the great majority of high school pupils of learning how to live happy and worthy lives, inspired by ideals which exalt both labor and pleasure—the great object, according to President Eliot, of education.

In the list of requirements for admission to college, the subject most liable to attack when the content of this course is under discussion is Latin. It is of no practical value, we are told, hence has no place in secondary education. Though this may seem an echo of the commercialism, we are bound to deplore in the life of to-day, it is nevertheless not an imputation to be lightly disregarded. The expansion of commerce, the vast increase of new knowledge resulting from the development of science and of modern literature have, as we all know, affected not only ideas of living, but also ideals of education. How revolutionary this change has been is shown in the fact that whereas fifty years ago Greek, Latin and mathematics marked the extent of the quest after knowledge by the aspirant for college, in the present curriculum the modern languages, science, history, and much English, advance additional claims for consideration. In view, then, of the demands of these more modern and presumably more practical subjects, it may not be out of place to define in exact terms the value of the study of Latin.

It is not my intention at this point to trespass far upon the territory of the classical conference, but to recall briefly the justification which the Latinist finds for his subject. One reason, you remember, lies in the stimulus and help which instruction in this branch affords the pupil in his study of English. The very remoteness of the ideas of the Latin idiom renders the work of translation from the ancient to the modern tongue an exercise which tends to secure clearness, proportion and nice discrimination in ideas and the meanings of words.

Long ago the psychologists attested the value of Latin as an instrument for strengthening the brain centres that must be used when any reasoning is required. More recently a cloud of witnesses has appeared among the scientists. At the conferences held last year at the University of Michigan, the value of humanistic studies as a preparation for the study of medicine, of law, and of theology, was forcefully presented. Dean Vaughan, of the department of medicine and surgery at Michigan, voiced the sentiment of those meetings when he said: "There has been found nowhere a better training for the thinking apparatus of the young than the study of Latin and Greek."<sup>1</sup>

It has gone out of fashion to talk much about mental discipline. Indeed, we are admonished that "the people who operate often with that term are people who have no clear idea of what they mean."<sup>2</sup> It is also counted "immoral" to prescribe work without having first considered the tastes of the pupil. In these latter days, when the path followed by American youth has become the line of least resistance, I find myself sufficiently old-fashioned (or "immoral") to still believe in the efficacy of disciplinary studies for building character as well as for developing brain power. While we cheerfully assent to the teaching of Aristotle that "there are branches of learning which one must study with a view to the enjoyment of leisure," it does not follow that this precept should be made to apply to the pupil between the ages of 13 and 17; neither does it seem desirable that only his tastes and wishes should be consulted in determining his work in the secondary school. Present methods of training, prior to entrance into the high school, do not secure that education of the will which begets power to memorize and to master facts. Much remains for the secondary school to effect in overcoming a tendency to wandering thoughts and desultory habits of work. The alert attention, patient thought and persevering effort which the study of Latin and mathematics tends to develop are factors that facilitate success in life as well as in school. All honor, then, to the colleges that insist on a full measure of these so-called disciplinary branches. The New England Primer and other textbooks for training in morals will be less missed because of their presence in the course.

<sup>1</sup>*Michigan Alumnus*, Vol. XIII, 1.

<sup>2</sup>Prof. Goodell, *New Eng. Class Association*, Apr. 6, 1906.

All honor likewise to the educational authorities that have laid greater emphasis on work in English. Though this company may disagree as to the relative importance of mathematics and the classics in the educational scale, there will be no difference of opinion among us as to the value of training in English. A great dean of American learning has thus measured its importance for citizenship: "If this free people to which we belong is to keep its fine spirit, its perfect temper amidst affairs, its high courage in the face of difficulties, its wise temperateness and wide-eyed hope, it must continue to drink deep and often from the old wells of English undefiled, quaff the keen tonic of its best ideals, keep its blood warm with all the utterances of exalted purpose and pure principle of which its matchless literature is full. The great spirits of the past must command us in the tasks of the future. Mere literature will keep us pure and keep us strong."<sup>1</sup>

An antiphon of praise is also due the colleges for bringing science and history into the entrance requirements, and it is an injustice when the demands of other subjects in the secondary roster are permitted to crowd them from their rightful position. History unites with English in setting before our boys and girls the ideals and convictions that have moved the world. But, if through history is to be taught most fully and adequately that highest lesson of citizenship, the lesson of patriotism, the story of achievement ought not to be confined, as is frequently done, to the records of ancient civilizations. Rather the pupil should be thrilled with the story of his own race, and (that the American eagle may not scream too loudly, or with that lack of discernment which sometimes marks the note of this royal bird) to that knowledge should be added, as a basis of comparison, the study of the history of older nations. It is at this point that the assertion that college preparation is narrow, is in a measure justifiable, since it often happens that only a single course in history is given (generally the history of Greece and Rome), and this, because of the time requirement imposed by the colleges, is postponed until the senior year. Teachers of the classics know how the work of the first three years halts because of this postponement.

Yet holding fast to the thought that one object of all education is to make good citizens, some of us would go further and insist that not only should the boy have a wider knowledge of

<sup>1</sup>Dr. Woodrow Wilson, *Mere Literature*, p. 26.

the past, but also some appreciation of the conditions of his own time—the conditions under which he is living, and in the shaping of which he is to have a part.

In an excellent paper read before this Association two years ago concerning the amount of time demanded for the entrance requirements in mathematics, the introduction of civics and economics into the course was urged as a means of developing "that moral and civic sense which is so greatly needed if we are to have good government and better social conditions." Is it not true that this "sense of trusteeship," as President Hadley calls it, represents the supreme need of American life to-day? In its development would surely be found an antidote for the irresponsible action and wilful disregard of the rights of others, which are in large measure accountable for the present social and political disorder. Could a longer step be taken towards its attainment than by giving young people some knowledge of the great fundamental principles of government, and thus inspiring them with that respect for law which lies at the base of all good government? If college preparation falls short in the matter of too little instruction in history, may it not also fail in not offering some special training for law-abiding and honorable citizenship?

Although most, if not all, of us who are called to meet the practical working out of this problem of college preparation year after year in our classrooms are probably agreed that the curriculum is already overweighted, in consideration of the limited time allowed for the performance of the tasks imposed, I have the temerity to think that there is yet another subject which should be included in any broad system of education, but for which college preparation does not provide. That is the subject of music. The fact that this is not made a requirement for college gives it a variant value in different schools, and frequently in the effort to strengthen the work of actual preparation it is swept from the programme altogether. You remember how essential the Greeks deemed it. Plato in his vision of the ideal state taught that musical training "is an instrument of supreme importance, because rhythm and harmony sink deeply into the recesses of the soul, on which they mightily fasten, bringing grace in their train and making graceful the soul of him who is rightly nurtured,"<sup>1</sup> and Socrates adds that no one can ever become

<sup>1</sup>Plato, *The Republic*, Bk. III.

truly musical until he knows "the essential forms of temperance and courage and liberality, and munificence, with their kindred as well as their opposite forms in all their combinations."<sup>1</sup> Though these old teachings are so old, they are still true to human needs. Whether a few more theorems in geometry are learned, or the first four books of the Gallic wars read, through the very last "Cæsar dixit," can be of no great moment to the pupil in his later years, but it is a matter of vital concern if he shall have missed that training that makes for the widening of the empire of the soul. That he comes into this inheritance of the spirit is his inalienable right.

And next in importance to musical training, Socrates placed the care of the body. With music and gymnastic blended most judiciously there comes "the master of true harmony in the far higher sense than the tuner of strings."<sup>2</sup> The world's work must be done by the strong, and working capacity and health are one. There is probably no occasion to fear that physical training is being neglected by at least one-half of the youthful denizens of the State, but in schools exclusively for girls this work too often suffers for the sake of the college essentials, and is made elective (in which case the class is small) or it is omitted altogether.

As was said at the beginning of this paper, if the student goes on to college or the university, deficiencies in his preparation may be made good. But the great majority who undertake the work of preparing for college never go beyond the secondary school. Furthermore, the policy of ward politicians which crowds classrooms to (and sometimes beyond) their last cubic inch of available oxygen, has unconsciously aided in carrying out the decree of the Committee of Ten that no subject in the secondary curriculum shall be taught in different ways to candidates for freshman honors and to those not going to college. Wise as this judgment undoubtedly was, which refused to discriminate between pupils, it has entailed a crux in thus subjecting boys and girls to methods of instruction which often can only be considered legitimate when regarded as a means to a single end, namely, acquiring a good foundation for work in college. Though it is not a pleasant thing to hear or to say, the best college preparatory

<sup>1</sup>Plato, *The Republic*, Bk. III.

<sup>2</sup>Plato, *The Republic*, Bk. III

schools are, I believe, those which have the most effectual methods of cramming.

Whether the exactions of the entrance examination or of the entrance certificate are to be met, the result is much the same. With the endeavor to cover the ground specified, the work frequently assumes a character which kills any possible enthusiasm or individuality on the part of the class. One reason for the decline of the study of the classics is perhaps to be found in the arid teaching done in many of those classrooms. If the examinations are imminent, the search is for such knowledge as shall be most sustaining under this ordeal. The work necessarily becomes extensive rather than intensive, incompatible with habits of reflective thought, since experience teaches that your class in Greek, after a year's march with the Ten Thousand, and an equally laborious and halting acquisition of a limited military vocabulary, will in all probability be called upon to render into acceptable English "A sophistic attack on Socrates' wisdom and the value of his services to the State," or a paper on some other topic quite as widely removed from the year's experience with the unhappy Ten Thousand. When under the ægis of high scholarship the colleges resort to such expedients of election and selection, what pedagogical crimes may not be committed in the name of college preparation!

On the other hand, if the class is freed from the onus of examinations which are the capricious output of institutions desiring to demonstrate their superior attainments through a limited student body, and if the saner demands of the college board be substituted, there still remains the difficulty of covering the prescribed limits in the allotted time. To accomplish this is often as disastrous for a class composed of the mentally halt and blind as the struggle of preparing for examinations may prove for a class whose mental strength is greater.

Whether, with Kant, we call education training the mind up to an ideal, or hold, with the author of Paracelsus, that it "consists in opening out a way whence the imprisoned splendor may escape," the aim of the school is to develop power, real mental power, and not to turn out people who have been crammed simply with facts. That this has not always been accomplished is shown by the story, often repeated, of the busy little schoolgirl who, when asked if she understood all she was studying so rapidly,

hastened to reply: "Oh, no, sir; we have so much to learn we don't have time to understand it."

The requirements of any curriculum have but a slight claim in comparison with the larger claim of the individual. It should be possible in the college preparatory course, as in any other course, for each class to be treated from the standpoint of its own special capacity and ability, and to be given what it needs most.

And what is the conclusion of the matter? That while we concede the fine training and broad culture of college preparation, we believe that its highest possibilities will not be realized until courses shall be added which bear more directly upon social and economic problems of the day. That no feature of this work is of sufficient importance to justify the exclusion of music and physical training. That methods of instruction which seem to give most satisfactory preparation for college do not necessarily constitute the best training for the class as a whole. And last, that if the present entrance requirements in all their rigidity are to be maintained for the protection of scholarly ideals and the advancement of learning, the highest good will be secured by insisting that candidates for college finish their preparation by private coaching.

#### GENERAL DISCUSSION.

PRESIDENT E. T. JEFFERS, YORK COLLEGIATE INSTITUTE.—There is no necessity of adding a thing to what has already been said on this subject. After reviewing in your minds the very thorough discussion of this morning by both of these papers, and going back to the important and thoroughly philosophical and complete discussion of the subject last night as an ideal, what more can be said? "What can the man do that cometh after the king?"

I liked that speech of Doctor Wilson, and we all did. It was thorough and complete. I heard him speak on the same subject two years ago; he was good enough to come down and give us some ideas on education in our Pennsylvania Academy Principals' Association. I remember some things he said there then, something of the same tenor as he gave us last night. I remem-

ber the part of his speech which he says we always remember; I remember his stories. Those stories were good; he did not hint that he had any patent on them, and so I captured a few of them and have used them since, largely, and they always take with any audience. They are good stories, but what is true of the stories is more abundantly true of the principles that he laid down there. College preparatory work; the word "preparation," a bugbear and a hindrance? Why, what is there that we do anywhere that is not preparatory work? Everything we undertake is simply a preparation for something better; the freshman work is preparation for sophomore work, and so on through; and when we finish the college course we have commencement, and that is only the beginning. "Commence bachelor," they used to say in the English universities; we only commence life, and what year is there that is not a preparation for the next?

Calv , the celebrated singer, said to her fellow-citizens in that quiet little hamlet in France: "You are happy; you envy me; but I must constantly be studying how to please and filled with worries in view of the coming performances."

What is there that is not preparatory? The idea of preparation does not take away anything from the educational value of any subject that is studied. So I shall not worry about taking that word "preparatory" out of our association name or out of anything else.

The preparation for college is education. That is the subject. It does not say that it is the best educational instrument, the best means of education; that is not said; but I would be perfectly willing to take that statement; at least I don't know any other line of study that could be pursued during the four years after the boy is through with the studies of the grades that could educate him better, and so I am prepared to go the whole length of the statement of this theme to-day. We are discussing preparation for college, not rush for college. That is a different thing. We are not talking about that. We are talking of preparation for college, and the true preparatory school does not rush. Occasionally there are instances in which boys are anxious to be prepared in a brief time, and they are permitted to rush, but the school does not rush students for entrance into college.

Perhaps it is necessary to redefine, as Doctor Wilson did so ably last night, the terms of this question. "Preparation for College as

a Means of Education"; that does not mean preparation for a machine shop, nor preparation for a school where farming is taught, nor preparation for a school where bookkeeping and penmanship are taught, nor preparation for the collection of citizens in our State capitals who elect our Presidents; all those things are called colleges, every one of them. We are not talking about preparation for those things. Preparation for some of them is not eminently educational.

What is college? We are drifting away from the meaning of college, because so many things are called colleges. Look at the Standard Dictionary and you will find "college" is defined as "An institution for instruction in the liberal arts." And the line of study is quite definitely fixed; the term is four years, and the college course ends with a degree, generally bachelor of arts or bachelor of science. That is the definition given there, and then the studies are named: mathematics, Latin, Greek, French, German, metaphysics, history and some others associated with them. Now, preparation for admission to college includes just about what our association has fixed: four years of Latin, three years of Greek or some other language, some history, some one science, possibly two, chemistry or physics, the study of the English classics. These are the main subjects of study during the preparatory years.

Now, I thoroughly agree with the President that this is educational, and not only that, but it is a part of education that has no right to be set off at the beginning of the college course as inferior in any respect to the education that is given in the college. All is education, keeping the definition of college in mind and keeping the word preparatory in mind. It is said we must teach principles and not facts. Now, that sounds like a bromide; we have heard it before. A man may use it and still not be a bromide; he may be a sulphide if he uses it and knows what he is talking about. How in the world are we going to teach principles without facts? How shall we teach the law of gravity without the facts that illustrate that law and that are accounted for by the law? How are we going to teach Latin literature without the grammatical facts? Why, a large part of education is imparting facts—cold, solid and hard, and many times absolutely uninteresting facts. They must be learned, and the teacher must insist on their being learned, and he must have tact enough

to persuade the pupil to learn them and perseverance enough to hold the pupil to them until he gets them. That is a part of education, to learn what is hard. To teach what is easy, there is no difficulty in that, but there is no product found when you get through with it. It is comparatively worthless.

Boys often say, "What is the use of studying Latin?" I say, "Because it is hard." That is a use of it, one use of it, and the only use that some boys can see. They never appreciate anything except the hardness. But that is the merit of that language to them. If you say that the study of the Latin language is of no use to a fellow who is going to become a machinist, or a blacksmith, or a farmer, I say most emphatically it is of use to him, and he above all others should study it. If he is not going to college he should have those four years of Latin, and I would put more emphasis on giving those four years to him than to any boy that is going to college. Those who are going into trades and mechanical professions are the ones who need the culture that comes from these four years of college preparatory work more than others do. I know that some people think that there are students who are absolutely incapable of acquiring Latin. I have had boys under my care that made me think of the Irishman who was kicked by a mule and a physician examined his injuries. A friend standing by walked off and met another friend who said, "Is Pat badly hurt?" The physician had said that he had suffered a compound fracture of the *os frontis* and a few more things in those terms which physicians are accustomed to use, and the Irishman who had heard him said to his friend, "Indade he is bad hurt; all his Latin parts are smashed up," and I have got hold of boys who I thought had met a mule at the aggressive end: all their Latin parts seemed to have been thoroughly demolished, but a little perseverance, even with the most hopeless case, generally leads to the discovery that any boy of ordinary ability can acquire the Latin, and if perseverance enough is used by the teacher, and if the parents will permit the teacher—I don't say if the parent will help him—but if he will only permit the teacher to use that perseverance with the boy, he can learn Latin.

Now, I know the objection to this; it has cropped out here and there along our discussions, but has not been very openly stated, that these four years of college preparatory work do not

fit a boy for earning his living and do not fit a girl for earning her living, and therefore it is not education. The object of education is to fit a pupil for earning a living! What an idea! I had supposed it would be impossible for any member of this association to affirm that and believe it. I should hope that every member of this association and every educator in the United States would set himself firmly against any such notion, and whenever it is uttered would enter a protest with all the vigor of righteous indignation against it. "Education fits a man for earning a living!" Why, a man can earn a living without an education. Anybody can earn a living that is willing to work. Why, a mule can earn a living, and he has a right to his oats and his hay, and has a right to kick if he is not well treated; he earns, he deserves it. Anybody can earn a living, and to put into pupils' heads the idea that education is intended to fit them for earning a living is an abomination; it vitiates life at its very fountain; it is a cancer on our educational system that will eat out its vitals. You hold that idea before pupils all their days and you raise up a generation that will produce neither patriots nor Christians.

We are to teach boys how to make a life, not a living. The greater includes the less. I believe that a thoroughly educated man makes a better living than one that is not educated. I take education in the sense in which I have just used it here: the development of power, including information, orientation and discipline, as the president gave it to us last night. I believe a thoroughly intelligent man will earn a better living than a man that is not educated; the average educated man will do that. Salaries are higher and pay for labor is higher in an intelligent community than it is in one where intelligence is at a low ebb; but that is not the aim of education, and it is a vicious thing to hold that up as the aim; it weakens the pupil, it brings the tone of instruction down, it fosters the mistaken notion held by some boards of directors, and is the enemy of the best life and the best citizenship wherever and whenever it is uttered.

Boards of directors of public schools are elected by the people; they are politicians, and they are always after practical subjects, and all that, and some say we must humor them and must let them have their way. Must we? Are we such weaklings, we teachers, that we cannot determine what is best for those whom

God has put under our care to be instructed? I hope not. It is our place to produce public sentiment enough to insure educational subjects in our high school course. We have no right to permit the children to be robbed of their privilege by men who do not know what they are doing in injuring the pupils by permitting them to take the practical course, as they view it, that they wish to take. Do we let children at the table live on caromels because they wish caromels more than beefsteak? It is just as sensible to allow boys and girls in a high school to take what they like as it would be to treat them in that way at the table. We can influence boys, even politicians, and we ought to do it, and we ought not to rest until we do it. I find some every year of those who wish to get into college in the easiest possible way, and who find those things called colleges that do not require Latin, and require very little else except mathematics in order to enter. I always think of the man who went up to the ticket office and asked for a ticket to Springfield. The ticket agent said, "What Springfield; Springfield, Illinois, or Massachusetts?" and named two or three other Springfields. "Oh, well," the fellow drawled, "which is the cheapest?"

I have looked right into the face of a boy whose father has sent him to school with a catalogue in his hand of an institution called a college that required the least, with the request that I would fit him for that particular thing. Of course, if he insists on it, and that is all I can get him for, I will take him, because I think we can get some good ideas into his head in the course of a year or two years that it will require even for him to fit for that college. I will take him and do my best for him, but it will go hard with me if I do not persuade him before long that there is something better in life than merely earning bread and butter.

What is the motive we ought to hold before the pupils, something which is definite? I think any pupils of ordinary intelligence can be convinced that there is something higher than simply earning a living; that they owe it to the community and to their parents and to God to make the most of themselves and to fit themselves for doing some service to the Church and the State beyond what they are paid for. No man is a good citizen who is paid for all he does. We ought to teach them to fit themselves for doing more than any State can pay them for. With that idea they will be no less well prepared for college than if they

have the simple notion that they fit for college in order that college may enable them to earn a better living and earn it easier.

So, Mr. President, I am on the affirmative of this question. I am not foolish enough to suppose that I have converted any fellow-pedagogue by what I have said; I know you too well for that, but I should not have established my claim to a place among you if I had not taken the privilege which the committee gave me of expressing my sentiments.

PROF. WILLIAM ADDISON HERVEY, COLUMBIA UNIVERSITY.— It seems to me that Miss Allen has in her paper a point that is worth further discussion. Perhaps it has already been before the association. As this is the first meeting of the association which I have attended as a delegate, you will pardon me if I bring up something that has been sufficiently discussed. I refer to the objection which she makes to the time limit imposed by many colleges; that is to say, the requirement that all examinations shall have been passed within a certain time of the candidate's admission, usually sixteen months. That is a distinct hardship, and it seems to me a totally unnecessary one. It is not necessary that the candidate should know, at the time he enters college, the content of his whole preparatory course, any more than we require him, when we give him the bachelor's degree, to know all of his four years' college work. How many students know their solid geometry and their Horace well enough to obtain a mark of 60 per cent. at the end of the college course? In some colleges, as you know—Harvard, for example—they have absolutely removed the time limit; at Columbia we have put it at twenty-eight months, which means that a candidate can begin his examinations at the end of the second high school year, and it seems to me that therein lies an easy remedy for the difficulty complained of. He can then offer part of his mathematics and Latin and perhaps two years of a modern language. The work of those who are not going to college need not be disturbed by the cramming of those subjects in the third and fourth years. Let each of these years be devoted solely to the work in hand, and the advantage of both the candidates for college and the others can be best served.

Without wishing to return to the discussion of yesterday, I would say a word on that matter (admission by certificate), be-

cause of its connection with what I am now speaking of. The easiest way to carry out the plan suggested would be to have the candidates for college take, at the end of the second, third and fourth years, the examinations that have been established through the agency of this board, or in New York State, if they choose, those of the State Examination Board. These examinations could be accepted by the schools in lieu of theirs, so that the pupil would be relieved of the ordeal of two examinations. This, it seems to me, is an easy solution, and infinitely preferable to the certificate, of which I should never, under any circumstances, approve. Admission to college should rest upon approximate uniformity of standards, but that is only assured by the administration of uniform examinations, such as those conducted by the two boards. An inherent weakness of the certificate system, however administered, is that it depends too much upon the widely varying judgment of one or two men for each boy or small group of boys admitted. The certificate, though granted by the principal on the basis of the reports of his teachers, nevertheless is, in many cases, at the end a matter of individual judgment. When the boy comes to college, if the system of the New England association, as described yesterday, is adopted, it is then upon the judgment of three or four instructors who have known the boy only a few weeks, and have no criterion but his work in that period, that the reputation of the principal and his school depends, so far as that college is concerned. I am heartily in favor of a certificate system, of a certificate *in addition to* the examination. We who have to judge of the admission of boys to college should be very glad to have certificates from their teachers or principals, and to have these come not with the boy, not in the boy's hands, but independently from the school to the college of his choice, certificates in which detailed, *confidential* information is given. All cases on the line, even some below the line, could be adjusted on the basis of that valuable information; but to rest the *whole* case on a certificate and on the boy's performance in the first term I believe is wrong; it puts a burden on the schools and a burden on the instructors in the freshman class which they should not be asked to bear.

Whether this matter of recommending that all colleges be asked to accept examinations passed twenty-eight months before admission has already come up I don't know. If not, perhaps

some one will think well enough of the suggestion to offer it as a resolution.

MR. J. G. CROSWELL, THE BREARLEY SCHOOL.—Perhaps you will pardon me for taking a couple of minutes. It seems to me that, though our meeting has been quite philosophical, it has been on the whole rather gloomy. All yesterday morning we discussed the question how foolish a doctor of philosophy would probably be as a teacher, with an implication that he was certain not to be a good teacher.

I think it may be true that doctors of philosophy, highly trained in the scientific method, are not idiotic, but, as Anthony Hope says, quite highly specialized; nevertheless, I do not think that doctors of philosophy are usually inferior teachers; quite the contrary; nor do I think that a course in the history of education or in the training of teachers or in the best method of teaching would ever enable a foolish person to teach. I cannot see how one fool teaching another fool could ever learn, by pedagogy, to make them both wise.

Then in the afternoon we discussed fools again. "Which is the most noxious fool, the one who is rejected by the admission examination or the one who is certified in by his teacher?" Both of those discussions are necessary, but, after all, 99 per cent. of all applicants do pass the examinations; most of our pupils are successful; the education of American youth is not in such a dangerous condition as our discussion of yesterday afternoon would certainly lead one to feel.

And then that interesting young gentleman who was introduced to us by President Wilson as the orator of the evening I think illuminated the subject, not with the light of day, but possibly with a blue light occasionally. We all looked pretty haggard. "We never educate"; "Our pupils are not educated." I can believe that of my pupils, but I cannot believe it of President Wilson's. And when he turned the light on himself I have to deny the truth of the picture. I have never heard him speak five minutes that I was not informed, educated, encouraged and uplifted, until last night.

As to this morning, I thought at last we had a Joan of Arc; that the men might be frightened (as they often are), but, like Queen Elizabeth, or Catharine of Russia, the women could not

be frightened; they would stay by us, and Miss Allen almost did. Still, even she did not quite say what I want to say: I think our work is prosperous; I think we are the hope and leaders of the next generation in America. It is our duty to run out ahead of the generation in the skirmish line, to feel the enemy and to head the forlorn hopes, and though we are hard worked, and though our work does seem at times unsuccessful, I am sure

“When the forts of folly fall  
They'll find our bodies by the wall.”

## MISCELLANEOUS BUSINESS.

First Session, Friday, November 29th.

The president appointed the following temporary committees:

*On Nominations:* Principal William W. Birdsall, of the Philadelphia High School for Girls; President Thomas Fell, of St. John's College; President Rush Rhees, of the University of Rochester; Mr. Wilson Farrand, headmaster of Newark Academy, and Mr. Walter R. Marsh, headmaster of St. Paul's School.

*On Audit:* President Isaac Sharpless, of Haverford College, and Principal Virgil Prettyman, of the Horace Mann School.

Fourth Session, Saturday, November 30th.

DR. JOHN B. KIEFFER, Treasurer, read his report, as follows:  
*To the Association of Colleges and Preparatory Schools of the Middle States and Maryland.*

GENTLEMEN: I present herewith my report of the condition of the treasury of your association for the year 1906-07, as embodied in the accompanying detailed statement of receipts and disbursements, together with the necessary records and vouchers.

The receipts for the year amounted to \$1,521.42, and the disbursements to \$933.55, leaving in my hands to-day a balance of \$587.87, to which will be added, in January next, when the interest on the certificate of the Farmers' Trust Company, of Lancaster, Pa., falls due, the sum of \$17.50, making the entire amount of balance in my hands \$605.37. The expenses of the association again somewhat exceeded the income, so that this balance is \$41.05 less than the balance reported last year.

I append a summary of receipts and disbursements, as follows:

## RECEIPTS.

Balance in hand November 29th, 1906.....	\$625 42
Interest on certificate of deposit.....	21 00
Membership dues for 1904-05, 2 schools.....	10 00
Membership dues for 1905-06, 8 schools.....	40 00
Membership dues for 1906-07, 162 schools.....	810 00
Membership dues for 1907-08, 3 schools.....	15 00
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Amount of receipts.....	\$1,521 42

## DISBURSEMENTS.

For Executive Committee's expenses.....	\$18 82
For reporters, typewriters, clerks, etc.....	107 38
For postage, expressage and labor.....	155 54
For printing and stationery.....	456 41
For expenses of College Entrance Certificate	
Board .....	45 40
For salaries of secretary and treasurer.....	150 00
	—————
	\$933 55
Leaving in my hands a balance of.....	\$587 87
	—————
The accounts balancing.....	\$1,521 42

The interest which will be due in January next, as stated above, will increase this balance to \$605.37.

Of the colleges and schools holding membership in your Association, one has paid no dues for 1904-05; five for 1905-06, and fourteen for 1906-07. Of this amount of \$100.00, possibly two-thirds will be paid during the coming year.

Respectfully submitted,

JOHN B. KIEFFER, *Treasurer.*

*Lancaster, Pa., November 27th, 1907.*

The Auditing Committee reported as follows:

The committee appointed to audit the accounts of John B. Kieffer, treasurer, have compared the payments with his vouchers and find them correct, there being a balance in his hands due the association of \$587.87. The treasurer also holds a certificate on which interest amounting to \$17.50 will be due January 12th, 1908.

VIRGIL PRETTYMAN,  
ISAAC SHARPLESS.

The Nominating Committee reported as follows:

For officers of the Association for the ensuing year we suggest the following gentlemen:

*President*, Mr. James G. Croswell, Master of the Brearley School, New York City.

*Vice-Presidents*, President John H. Harris, Bucknell University, Lewisburg, Pa.; Dean Thomas M. Balliet, New York

University, New York; Principal Walter B. Gunnison, Erasmus Hall High School, Brooklyn, N. Y.; Principal Charles S. Crossman, Haverford School, Haverford, Pa.; Principal Edward C. Wilson, Friends' School, Baltimore, Md.

*Secretary*, Prof. Arthur H. Quinn, University of Pennsylvania, Philadelphia, Pa.

*Treasurer*, Prof. John B. Kieffer, Franklin and Marshall College, Lancaster, Pa.

*Executive Committee*, President Woodrow Wilson, Princeton University, Princeton, N. J.; Prof. Nelson G. McCrea, Columbia University, New York City; Principal Charles D. Larkins, Manual Training High School, Brooklyn, N. Y.; Principal Virgil Prettyman, Horace Mann High School, New York City.

The Secretary was, on motion, instructed to cast a ballot in the name of the Association for the above-named officers, and they were accordingly declared elected.

The Secretary reported for the Executive Committee that it had admitted the Eastern High School, of Baltimore; the Western High School, of Baltimore; Penn Hall, Chambersburg, Pa.; the Horace Mann High School, New York City; the Lansdowne High School, Lansdowne, Pa., and Washington and Jefferson Academy, Washington, Pa., to membership in the association.

The President then announced the appointment of the representatives of the Association on the College Entrance Examination Board, as follows: Messrs. James G. Croswell, Brearley School, New York; Wilson Farrand, Newark Academy, Newark; James L. Patterson, Chestnut Hill Academy, Philadelphia, Pa.; John H. Denbigh, Morris High School, New York; Francis A. Soper, Baltimore City College, Baltimore, Md.

REPORT OF THE DELEGATE OF THE ASSOCIATION TO THE NATIONAL  
CONFERENCE COMMITTEE OF THE ASSOCIATIONS OF  
COLLEGES AND PREPARATORY SCHOOLS.

THE PRESIDENT.—The report of the delegate of the Association to the National Conference Committee of the Associations of Colleges and Preparatory Schools has been printed and circulated among the members of the Association. I think many copies have been circulated since the Association assembled. If it is the pleasure of the Association, that report can be read. I think Mr.

Farrand was present at that conference, and I should like to ask if he would like to say anything or would like to have the report read.

MR. WILSON FARRAND.—I think it is hardly necessary. Professor Ames was the delegate of this Association; I was the delegate of the College Entrance Examination Board. At the last moment Mr. Ames telegraphed me that he could not be present and asked me to be present. This committee is taking steps to make itself a permanent organization, and it looks as though in the near future it might be a very efficient instrument in the co-operation of these various associations.

As a matter of record the following extracts from the report are printed:

“Williamstown, Mass., June 28, 1907.

“The committee assembled in formal session at the home of Professor Morton at 8.30 P. M., President MacLean, Professor Lord, Mr. Farrand (representing both the College Entrance Examination Board and the Association of Colleges and Preparatory Schools of the Middle States and Maryland), Dean Ferry and Professor Morton being present.

“Mr. Farrand reported that the Association of Colleges and Preparatory Schools of the Middle States and Maryland had appointed a committee to consider the advisability of the organization of a college entrance certificate board or a commission for accrediting schools, as recommended in the resolution on that subject adopted at the Williamstown Conference of August 3 and 4, 1906.

“Professor Lord then proposed the following resolution:

“*Resolved*, That this committee accepts with much gratification the report of this action of the Middle States Association as given by Mr. Farrand.

“The resolution was unanimously adopted.

“June 29, 1907.

“Professor Lord moved the adoption of the following resolution:

“*Resolved*, That the purpose of this committee shall be to consider requirements for admission, matters of mutual interest to universities, colleges, and preparatory schools, and such other questions as may be referred to it by the associations.

"The resolution was unanimously adopted.

"President MacLean reported that a letter had been received from an organization of teachers of physics asking that action be taken by this committee concerning the admission requirement in that subject. After discussion, Mr. Farrand presented a resolution as follows:

*"Resolved*, That this committee recommends the action of the College Entrance Examination Board in calling upon the Associations of Colleges and Preparatory Schools to co-operate in the formation of a new entrance requirement in physics, and urges those associations to accept the invitation.

"The resolution was unanimously adopted.

"Professor Lord moved the adoption of the following resolution:

*"Resolved*, That this committee recommends that both the inspection of the preparatory schools and the record made in college during the first term or semester of the freshman year by the pupils from such schools be the basis for granting the accrediting or the certificate privilege.

"The resolution was unanimously adopted.

"Dean Ferry presented a resolution as follows:

*"Resolved*, That this committee recommends that, in the transfer of collegiate students, the following points be considered in determining the standing of the colleges or universities concerned:

"(1) the requirements for admission;

"(2) the grade and amount of work required, the length of the course, the character of the curriculum, and the degrees conferred;

"(3) the number and qualifications of the instructors and the proportion of instructors to students;

"(4) the separation of the Collegiate Faculty from the government and the instruction of a preparatory department;

"(5) the acceptance of the graduates by the graduate schools;

"(6) equipment; and

"(7) endowment.

"The resolution was unanimously adopted."

#### REPORT OF THE COMMITTEE ON THE ESTABLISHMENT OF A COLLEGE ENTRANCE CERTIFICATE BOARD.

THE PRESIDENT.—We will now consider the report made yes-

terday by the Committee on the Establishment of a College Entrance Certificate Board for the Middle States and Maryland. Is Doctor Crawley present?

MR. WILSON FARRAND.—In the absence of Professor Crawley, the chairman, and in behalf of the committee, I rise to make a series of motions designed to carry into effect the recommendations of the committee. As a preliminary, I move that the report of the committee be accepted.

THE PRESIDENT.—The report submitted yesterday? Are there any remarks upon this motion? If not, all in favor will say aye. Opposed, no. The report is accepted.

MR. FARRAND.—I then move that the Executive Committee of this Association appoint a committee (the number to be left to the discretion of the Executive Committee) to take preliminary steps for the organization of a College Entrance Certificate Board of the Middle States and Maryland. That motion is purposely made without any restriction as to details, in order that that committee may act in its wisdom and as it finds the necessity for the case arise. It is our thought that that committee will probably ask all the colleges of the Middle States and Maryland that desire to join in such course to send delegates to a meeting, and that these delegates will adopt a constitution for the proposed board and put the board into operation.

I think that is all the explanation that is necessary, but should be glad to answer any further questions. The idea is to leave it in the hands of the colleges concerned to organize the board.

The motion was seconded.

THE PRESIDENT.—Any remarks upon this motion?

MR. VIRGIL PRETTYMAN.—I desire to ask whether that is to be a committee with power, or is it to report back to this Association for action?

MR. FARRAND.—I intended to make the motion in such form that this committee would have the power to take the necessary steps for calling together the colleges for the purpose of forming

this board. They will do that at their early convenience, I presume, so that the board could be organized this winter.

THE PRESIDENT.—So that our vote on Mr. Farrand's motion is for the formation of such a committee.

MR. ROBERT H. WRIGHT, EASTERN HIGH SCHOOL OF BALTIMORE.—May I ask why it is that none of the preparatory schools are to be represented on this board?

MR. FARRAND.—We have a series of motions. That will be provided for in the next motion.

PROF. NELSON G. MCCREA, COLUMBIA UNIVERSITY.—As I understand the situation, if Mr. Farrand's motion should be carried, it would commit this Association as an association, and consequently, to a certain extent, by implication, all the members of the Association, both colleges and schools, to a support of the project of the establishment of such a certificating board. If every member of the Association—every official member of the Association—were here represented by a delegate duly authorized to cast its vote for or against the formation of such a board, my present suggestion would certainly be inapropos; but it seems to me that a step of such importance should not be taken without a clear understanding being arrived at on the part of all the parties concerned.

So far at least as my conversation has gone there are a certain number of schools and a certain number of colleges, members of this Association, that take somewhat the position—some of them precisely the same position—that President Wilson took yesterday: that, inasmuch as they regard the certificate system as inadvisable, they are on the whole opposed to the organization of an inadvisable thing; they are on the whole opposed to any step which would obscure the inadvisability of the thing, and I ask, therefore, the question whether it would not be perhaps a safer method (although it would take, of course, a little more time) if, prior to the authorization to be given to any committee to form such a board or to take preliminary steps toward the formation of such a board, a vote should be obtained through correspondence with all the members of the association to see exactly how

the individual members stand and where; to give every opportunity to them officially to express their approval or disapproval of the project.

MR. WILLIAM W. BIRDSALL, PHILADELPHIA HIGH SCHOOL FOR GIRLS.—In the programme of this meeting which was circulated throughout the territory covered by the Association a definite place was assigned to this proposition. It has been before the Association at one previous meeting at least, and has been somewhat discussed. It seems to me that every institution which is a member of this Association has had due notice that the matter was to come before this meeting this year, and therefore it seems to me that no one's rights are in any way trodden upon if we vote upon the question now and here.

If this were a question of adopting a certificate system I think we might hold a very different view upon it; that is not the question at all; by far the larger number of colleges represented in this Association already receive students upon certificate.

The system is adopted; it is here; it is a part of our arrangement, and the proposition now before us is that we shall put this arrangement in such systematic form as to reduce to a minimum the evils attendant upon it.

As to an argument upon the system itself, after an experience of a good many years in several different schools, and a few upon the other side of the situation, I am prepared to say that, according to my experience, the certificating system lands in the college just as well-prepared students as the examination system. So far as I have known schoolmen they have been honest in their certificates; their statements could be relied on, and I do not believe that any man could administer the affairs of a large public school sending pupils to a number of different colleges—in fact, to all the leading colleges for women and some others—I do not believe that anybody who has studied the situation from year to year and seen the joy with which good students escaped the ordeal of examinations for admission to college and the strain that that examination is upon people who can stand the strain the least; I do not believe that any candid person can study the situation without believing that there is at least a place for a certificating system for admission to college.

DEAN W. H. CRAWSHAW, COLGATE UNIVERSITY.—It hardly seems necessary for us to settle the whole question of the relative merits of the examination and the certificate systems. The fact is, as we all know, that there are two great systems of admission to college, the examination system and the certificate system. Probably those of us having most to do with the certificate system will not be able to change the attitude of the universities which hold to the examination system. I think it is just as probable that the examining universities will not be able to change the attitude of those that use the certificate system. What we want is action which will put the certificate system (to which we must in some measure submit, whether we believe in it or not) on the best possible basis, and the action that is proposed looks toward that end.

I should like to add that I think it will be extremely regrettable if there is not something done in connection with this series of motions and actions looking toward an expansion of the work beyond the jurisdiction of the association which we particularly represent here this morning. It is very desirable that such a board as this should have a wider scope, and we ought to look toward union with other boards, or toward co-operation with other boards. As to the main question which is now before us, I hope that the motion will be passed, because, whatever we may think about the relative merits of the two systems of admission to college, certification is here, and we want the very best kind of certification.

THE PRESIDENT.—The Secretary suggests that the committee's report be read again, as long as there are several members present this morning who were not present yesterday.

The Secretary read the report. See page 40.

MR. ROBERT H. WRIGHT.—There is underlying all of this a pedagogical question that I wanted to ask Doctor Lord's opinion on yesterday, but there were so many others who wanted to ask question that I didn't get an opportunity. This Association is to represent the high schools; I presume that is what you mean by the "Preparatory Schools" in the name of this Association, *i. e.*, what Commissioner Brown calls the "Middle School." Only about ten per cent. of our pupils ever reach college. From my

school was sent last year exactly ten per cent. of its graduates; ninety per cent. do not enter. The curricula of the high schools, therefore, must be made with other than preparing students for college in view. The question of entering college appeals to only about 10 per cent., so we who are in the high school are confronted with a big problem, a much larger one than you seem to realize in this Association. For, in the first place, the work in the grades has been lowered and we have to lower our point of beginning; in the second place, the colleges are continually raising—or have been—the requirements for admission, and we have to stretch to reach that point. Now, there is only a certain amount of work that can be done as it should be done in four years, and that is the time usually allotted to the high school. Our president yesterday said we in the high school are not only held responsible for the work in the grammar grades and the high schools, but also for the misteaching in the first half year of the colleges. Then if we establish this accrediting system the question becomes, "Shall the high school principal's responsibilities end when his students graduate from the high school, or shall they end at the end of the first half year of their instruction in college?"

Here is the question I wanted to ask Doctor Lord yesterday: If we had this system (schools are going to try to be placed upon the accredited list) will it not have the tendency to make us shape our curricula and change our schools from the great people's college to simply college preparatory institutions? If it will have that effect I am opposed to it, bitterly opposed to it.

I firmly believe that it is the business of the colleges to come down to the place where the high schools carry their students. You people in the colleges have your institutions open at the wrong end. It is too hard to get in and too easy to get out when you once get in. A college diploma too often means simply four years' residence at some college. And that is about all it does mean, for you exclude from the college all except those who can go through very easily in four years. You should give an opportunity to a great number who would make good college material to get in.

Now, if this resolution is going to make us establish a system that will affect, as I have indicated, the curricula of the preparatory schools and change us from our purpose, to simply college

preparatory institutions, then I am opposed to it; and I hope all who think as I do will vote against it now; for it may be too late at our next meeting.

MR. JEFFERS.—I hope this action will compel all high schools that cannot be taught by any other method, to raise their instructions to the level of college preparatory work; and I also hope that the resolution will pass.

ISAAC SHARPLESS.—If voting affirmatively on this resolution would seem to commit this Association to the plan of entrance to college by certificate, I should wish to vote against it also. I don't understand that this will be the case at all. It is simply that the committee desires to make the best of a bad way of entering college.

PROF. W. A. HERVEY, COLUMBIA UNIVERSITY.—It seems to be generally admitted, even by the friends and supporters of the certificate system, that it has evils; we hear that on all sides—it *has* evils. It is a question of correcting the evils, of making them not quite as bad as they are now. That being admitted, it seems to me wholly unfit for this association to go on record as countenancing officially and authorizing, in the establishment of this board, the perpetuation of that system. This Association itself has established a College Entrance Examination Board which obviates all the difficulties that were urged against the old examination system. In the old days, when a boy had to cram up his whole four years' work and come up in June of the last year and pass in all subjects, or make up his deficiencies in September—and that was his only chance—it was quite a different matter. So, too, when it must all be done within sixteen months. He may now have a chance to satisfy college entrance requirements from the end of the second high school year on. The ordeal of entrance examinations, that are said to be so feared by the pupils, is not such a serious matter if they are given in that way. The examination is taken at the school, or in the pupil's own town, and is substituted for the examination of the school in that year.

Furthermore, there is in this certificate question another principle involved: that we must not constantly seek to exempt the

high school boys and girls from all difficulty, all hardship, all tests. They will have to meet them later, and if they get no preparation for them in the school, where are they going to get it?

Accordingly, I feel that the adoption of this resolution at this time would put a bar in the way of a needed reform. Many of the colleges, and I am sure a great many of the schools, want the certificate system abolished. It is a matter of courage, as President Rhees said yesterday—it is a matter of courage and a matter of policy. Colleges all want students; they are there to get students, and if one admits by certificate, why, others feel they must follow suit. The adoption of this resolution at this time would, I think, put a barrier in the way that would be very difficult to get rid of later, and I hope all who are opposed to the certificate system will see it in that light and take the position which the speaker a few moments ago, representing a high school, took, namely, to postpone the question—to lay it over for another year.

PRESIDENT RUSH RHEES, UNIVERSITY OF ROCHESTER.—If Professor Hervey understood me yesterday to be opposed to the certificate system I misrepresented my own convictions. I did undertake honestly to acknowledge that evil inheres in the present administration of the certification system. I undertook, however, to express the conviction that under proper organization it is easily conceivable that the certification system may be superior to any examination system. That is the ground on which some of the colleges possibly are wanting now in courage, but they are certainly earnestly seeking wisdom; they have got the certification system, and the statement that was made not long ago is certainly true that the failure of this Association to authorize the appointing of this committee is not going to act as a persuasive to the colleges that believe in the certification system to abandon that system in favor of the examination system. Such a failure will merely demonstrate what might possibly be inferred without further demonstration, that it might have been wiser to have had in conference on this subject those who at the outset believe in the system and its possibilities.

Personally, I sincerely hope that the motion presented by the committee will prevail. However, it seems to me that it would

be a mistake to have it prevail with the notion that the adoption of the motion by this Association in anywise whatever commits any institution, school, or college in the Association to the approval of the certification system if that school or college does not approve of it, any more than membership in this Association commits any member of the Association to the adoption of the examinations of the College Entrance Examination Board because that college is a member of the Association. I think it is the function of this Association to appoint a committee if it chooses. I hope it will so choose to do; but I do not think that such an action will commit the Association or any member on the question whether or not the certification system is in itself preferable to any other system.

THE PRESIDENT.—Are you ready that the motion should be put?

The question was called for, the motion put and carried.

MR. FARRAND.—I now move that the Executive Committee of the Association be authorized to appoint five representatives of secondary schools to take part in the organization of the College Certificate Board. I would add that this is the last of the series of motions. If this is passed it will provide that every college in this district that wishes to join such a certificate board will send its delegates to a meeting to be called by the committee that has already been authorized; that at that meeting there will be present five representatives of the secondary schools, appointed by this association; that body will draw up a permanent constitution for the College Certificate Board, and will put it into operation. It will then remain for that body to decide whether it will have, according to the recommendation of our committee, a permanent representation from secondary schools or not. We have tested, I think, pretty well the sentiment; and we feel that it probably will so provide. The question of reciprocity with the other districts, with the College Certificate Board in New England and that in the North Central States, would then rest with this body; but I may state that the other two organizations are ready to establish such reciprocity as soon as the board in this district is organized. The only point of delicacy that I can see in regard to the motion I have just made is that we appoint five

representatives of the secondary schools to take part in this organization meeting. If at the organization meeting it should be decided that they did not want secondary school representatives in the permanent body, it might be a slap in the face of those who have been appointed. At the same time, I think that probably the Association's five representatives who are to be appointed would be entirely willing to run that risk.

The motion was carried.

THE PRESIDENT.—Is there any new business?

DEAN W. H. CRAWSHAW.—Mr. Farrand has just said that this question of reciprocity (in which, as you see, I am interested) would be left to the proposed conference. It seems to me, however, that it might be a desirable thing for this Association to express its conviction that such reciprocity ought to be sought, and, if any practical way can be found, achieved. I therefore beg leave, Mr. President, to move, sir, that it be the sense of this meeting that the proposed conference of colleges and preparatory schools shall seek, so far as a practicable method can be found, union or co-operation with the similar boards of other associations.

THE PRESIDENT.—Are there any remarks?

MR. FARRAND.—Might I say, in explanation of my remark that the door was open, this National Conference Committee of the Association of Colleges and Preparatory Schools had on it representatives of the New England Certificate Board, and also of the North Central Association. That conference committee at its meeting a year ago last summer—the first meeting—recommended this Association of the Middle States to form a Certificate Board, and further passed a resolution—I forget the words, and I have not the printed form in my hands—recommending that these various boards, when established, should carry out this idea of reciprocity. The general method of carrying that out was discussed; and at the meeting last summer, at which Professor Lord was a delegate from the New England Board, the methods were discussed in detail so that the way is entirely open.

PRINCIPAL VIRGIL PRETTYMAN, HORACE MANN HIGH SCHOOL.—Probably all of you are aware that during the past two years at least two associations in the East have given much time to the consideration of the quantitative side of the college entrance requirements. A member of our own Association, Mr. Farrand, has presented at least two papers within the last two years on this subject. His papers are an exceedingly able treatment of the subject. The Schoolmasters' Association of New York and Vicinity gave eighteen months to the consideration of this question, and the New England Association of Colleges and Preparatory Schools has appointed a committee to consider it. It seems wise that this Association should during the coming year study this question, possibly in conjunction with the New England Association of Colleges and Preparatory Schools. Believing this, I present the following resolution: "That the Executive Committee of this Association appoint a committee consisting of six representatives of the colleges and six representatives of the secondary schools to consider the whole question of the quantity of college entrance requirements, and to report at the next meeting of the Association."

The motion was carried.

PRESIDENT STAHR, FRANKLIN AND MARSHALL COLLEGE.—Sometimes this Association has determined where the next meeting should be held; sometimes the question has been referred to the Executive Committee. I should like, Mr. President, to remind this Association that it was organized—this is our twenty-first meeting, I believe—twenty years ago, and that the first meeting was held at Lancaster, Pennsylvania, at Franklin and Marshall College. The late Dr. Thomas G. Apple was then president of the college; and I think it was through his instrumentality and Dr. Magill's, of Swarthmore, that the Association of Colleges in Pennsylvania was first organized; subsequently it became the association which is now the Association of Colleges and Preparatory Schools of the Middle States and Maryland. I should like to extend a cordial invitation to the Association to meet again at Franklin and Marshall College at Lancaster. The Association has not been there since it was organized, and I think it would be well for it to come back to the place of its nativity. We have a pretty good country at Lancaster, and we should try to treat the

Association well. I therefore cordially extend this invitation, and hope that either the Association or the Executive Committee will see its way clear to accept it.

MR. FARRAND.—I move that the thanks of the Association should be extended to President Stahr for his invitation, and that the matter be referred to the Executive Committee for its action.

This motion was carried.

MR. BIRDSALL.—I think this meeting would be unwilling to adjourn without the adoption, in a formal manner, of a resolution embodying what is in the heart of every one of us, namely, an expression of thanks to the authorities of the College of the City of New York for the kind hospitality that has made our meeting so comfortable, and has in many ways ministered to our convenience while we have been here. I move, sir, a formal vote of thanks to the authorities of the College of the City of New York.

This motion was carried.

THE PRESIDENT.—Is there any other business? If not, the Association stands adjourned.

OFFICERS OF THE ASSOCIATION, 1906-1907.

**President**

President WOODROW WILSON, Princeton University, Princeton,  
N. J.

**Vice-Presidents**

Headmaster WALTER R. MARSH, St. Paul's School, Garden  
City, L. I.

Dean WALTER F. WILLCOX, Cornell University, Ithaca, N. Y.  
President ROBERT ELLIS THOMPSON, Central High School, Phila-  
delphia, Pa.

President THOMAS FELL, St. John's College, Annapolis, Md.

Principal HERSCHEL A. NORRIS, Friends' School, Wilmington,  
Del.

**Secretary**

Professor ARTHUR H. QUINN, University of Pennsylvania, Phila-  
delphia, Pa.

**Treasurer**

Professor JOHN B. KIEFFER, Franklin and Marshall College,  
Lancaster, Pa.

**Executive Committee**

President, Secretary and Treasurer, ex officio.

Principal WILLIAM W. BIRDSALL, High School for Girls, Phila-  
delphia, Pa.

Dr. EDWARD J. GOODWIN, University of the State of New York,  
Albany, N. Y.

Dr. MARTIN G. BRUMBAUGH, Superintendent of Schools, Phila-  
delphia, Pa.

Director FRANCIS R. LANE, Tome Institute, Port Deposit, Md.

## PUBLICATIONS OF THE ASSOCIATION FOR 1907.

Proceedings of the Twentieth Annual Convention of the Association of Colleges and Preparatory Schools of the Middle States and Maryland, held under the auspices of the Higher Public Schools of Philadelphia, November 30th and December 1st, 1906:

Address of welcome by President Robert Ellis Thompson, Central High School, of Philadelphia.

Response by Principal William W. Birdsall, Philadelphia High School for Girls, President of the Association.

The Compensation of College Teachers: President James D. Moffatt, Washington and Jefferson College; Prof. Jefferson B. Fletcher, Columbia University; Prof. Edward Everett Hale, Jr., Union University.

Discussion: Prof. W. A. Lamberton, University of Pennsylvania; President Thomas Fell, St. John's College.

The Secondary School and the College. (a) Should College Entrance Requirements be Reduced in Quantity? Principal John G. Wight, Wadleigh High School. (b) The Encroachments of the Secondary Schools on the College Curriculum: Professor Lucy M. Salmon, Vassar College.

Discussion: Headmaster Wilson Farrand, Newark Academy, Newark, N. J.; Dr. Edward H. Magill, New York City; Headmaster Louis L. Hooper, The Washington School; Principal Julius Sachs, Teachers' College; Professor Charles W. Hodell, Woman's College of Baltimore; Mrs. Mary Nichols Cox, Chappaqua Mountain Institute; Rev. Thompson H. Landon, Bordentown Military Institute; Mr. William N. Marcy, The Mackenzie School; Miss Amy Rayson, The Misses Rayson's School; Prof. Arthur E. Meaker, Lehigh University; Principal William A. Wetzel, High School, Trenton, N. J.; Principal Charles D. Larkins, Brooklyn Manual Training High School; Prof. Charles de Garmo, Cornell University; Principal Virgil Prettymann, Horace Mann School; Principal Francis A. Soper, Baltimore City College; Headmaster Wilson Farrand, Newark Academy.

President's Address, What is Preparation for College? President William W. Birdsall.

The Responsibility of the College for the Moral Conduct of the Student: President John H. Harris, Bucknell University; President James M. Taylor, Vassar College; Principal John H. Denbigh, Morris High School.

Discussion: Rev. Thompson H. Landon, Bordentown Military Institute; Mr. George Pearce Dymond, Hoe Grammar School, Plymouth, England; Professor Arthur E. Meaker, Lehigh University; Mr. William N. Marcy, The Mackenzie School; Principal J. G. Croswell, Brearley School.

## LIST OF MEMBERS, 1907-8

LOCATION.	INSTITUTION.	HEAD OF INSTITUTION.
Albany, N. Y.....	St. Agnes School.....	Catharine Regina Seabury.
Albany, N. Y.....	Univ. of the State of N. Y....	Andrew S. Draper, LL.D.
Alfred, N. Y.....	Alfred University.....	Boothe C. Davis, Ph.D.
Allegheny, Pa.....	Allegheny Preparatory School.	Wilmot R. Jones.
Allegheny, Pa.....	Western University of Pa....	John A. Brashear, D.Sc., LL.D.
Allentown, Pa.....	Muhlenberg College.....	Rev. John A. W. Haas, D.D.
Annandale, N. Y.....	St. Stephen's College.....	Rev. Thomas R. Harris, D.D.
Annapolis, Md.....	St. John's College.....	Thomas Fell, LL.D.
Annville, Pa.....	Lebanon Valley College.....	Rev. A. P. Funkhouser.
Asbury Park, N. J....	Asbury Park High School....	Frederick S. Shepherd, Ph.D.
Aurora, N. Y.....	Wells College.....	Rev. Geo. Morgan Ward, D.D.
Baltimore, Md. (625 St. Paul St.).....	Arundell School for Girls.....	Elizabeth Maxwell Carroll.
Baltimore, Md.....	Baltimore City College.....	Francis A. Soper.
Baltimore, Md. (311 Courtland St.)....	Baltimore Polytechnic Institute	William R. King, U.S.N.
Baltimore, Md. (Ca- thedral and Pres- ton Sts.).....	Bryn Mawr School.....	Edith Hamilton.
Baltimore, Md.....	(The) Country School.....	S. Wardwell Kinney.
Baltimore, Md.....	Eastern High School.....	Robert H. Wright.
Baltimore, Md.....	Friends' School.....	E. C. Wilson.
Baltimore, Md. (24th and St. Paul's Sts.)	Girls' Latin School.....	Leonard A. Blue.
Baltimore, Md.....	Johns Hopkins University....	Ira Remsen, LL.D.
Baltimore, Md.....	Maryland State Normal School	George Washington Ward, Ph.D.
Baltimore, Md.....	Western High School.....	David E. Weglein.
Baltimore, Md.....	Woman's College.....	John Franklin Goucher, LL.D.
Bayonne, N. J.....	Bayonne City High School...	P. H. Smith.
Beaver, Pa.....	Beaver College.....	Rev. Arthur Staples.
Bethlehem, Pa.....	Bethlehem Preparatory School.	H. A. Foering.
Bethlehem, Pa.....	Moravian Parochial School..	Albert G. Rau.
Bethlehem, Pa.....	Moravian Seminary.....	J. Max Hark, D.D. { Miss N. J. Davis. { James G. Miller.
Birmingham, Pa.....	Birmingham School for Girls.	John C. Sharpe.
Blairstown, N. J....	Blair Academy.....	Rev. N. D. Fiscus.
Blairsville, Pa.....	Blairsville College.....	Rev. Thompson H. Landon, D.D.
Bordentown, N. J....	Bordentown Military Inst....	
Brooklyn, N. Y. (Clif- ton Pl., St. James Pl. and Lafayette Av.).....	Adelphi College.....	Charles H. Levermore, Ph.D.
Brooklyn, N. Y. (185 Lincoln Pl.).....	Berkeley Institute.....	Julian W. Abernethy, Ph.D.
Brooklyn, N. Y.....	Boys' High School.....	James Sullivan, Ph.D.
Brooklyn, N. Y. (Drigg's Av. and S. 3d St.).....	Eastern District High School.	William T. Vlymen, Ph.D.
Brooklyn, N. Y.....	Erasmus Hall High School...	W. B. Gunnison.
Brooklyn, N. Y.....	Girls' High School.....	W. L. Felter, Ph.D.
Brooklyn, N. Y.....	Manual Training High School	Charles D. Larkins.
Brooklyn, N. Y.....	Packer Institute.....	Truman J. Backus, LL.D.
Brooklyn, N. Y. (99 Livingston St.)....	Polytechnic Prep. School....	Alvan E. Duerr.
Bryn Mawr, Pa.....	Bryn Mawr College.....	Miss M. Carey Thomas, Ph.D., LL.D.
Bryn Mawr, Pa.....	The Baldwin School.....	Jane C. Brownell.
Buffalo, N. Y.....	Canisius College.....	Rev. Augustine A. Miller, S.J.

LOCATION.	INSTITUTION.	HEAD OF INSTITUTION.
Burlington, N. J.	St. Mary's Hall.	John Fearnley.
Canton, N. Y.	St. Lawrence University.	Rev. Almon Gunnison, D.D., LL.D.
Carlisle, Pa.	Dickinson College.	George Edward Reed, D.D., LL.D.
Chambersburg, Pa.	Penn Hall.	Magnus C. Ihlseng, Ph.D.
Chambersburg, Pa.	Wilson College.	M. H. Reaser, Ph.D.
Chester, Pa.	Chester High School.	Joseph G. Smedley.
Chestertown, Md.	Washington College.	James W. Cain, LL.D.
Chestnut Hill, Pa.	Chestnut Hill Academy.	James L. Patterson.
Clinton, N. Y.	Hamilton College.	M. Woolsey Stryker, D.D., LL.D.
Collegeville, Pa.	Ursinus College.	George L. Omwake, Dean.
Columbia, Pa.	Columbia High School.	Mary Y. Welsh.
Dobbs Ferry, N. Y.	The Mackenzie School.	Rev. James C. Mackenzie, Ph.D.
East Orange, N. J.	East Orange High School.	Charles W. Evans.
Easton, Pa.	Easton High School.	William A. Jones.
Easton, Pa.	Lafayette College.	Ethelbert D. Warfield, LL.D.
Elizabeth, N. J.	Pingry School.	S. Archibald Smith.
Frederick, Md.	Woman's College.	Joseph H. Apple.
Garden City, L. I.	St. Paul's School.	Walter R. Marsh.
Geneva, N. Y.	Hobart College.	Rev. Langdon C. Stewardson, LL.D.
George School, Pa.	George School.	J. S. Walton, Ph.D.
Georgetown, D. C.	Georgetown College.	Rev. David H. Buell, S.J.
Greenwich, Conn.	Misses Ely's School.	Elizabeth L. Ely.
Hagerstown, Md.	Kee Mar College.	J. Emory Shaw.
Hamilton, N. Y.	Colgate Academy.	Frank L. Shephardson.
Hamilton, N. Y.	Colgate University.	George E. Merrill, D.D., LL.D.
Haverford, Pa.	Haverford College.	Isaac Sharpless, D.Sc., LL.D.
Haverford, Pa.	Haverford School.	Charles S. Crossman.
Hightstown, N. J.	Peddie Institute.	Roger W. Swetland.
Ithaca, N. Y.	Cornell University.	J. G. Schurman, LL.D.
Kingston, Pa.	Wyoming Seminary.	Rev. L. L. Sprague, D.D.
Lancaster, Pa.	Franklin and Marshall Acad.	E. M. Hartman.
Lancaster, Pa.	Franklin and Marshall College	John S. Stahr, Ph.D., D.D.
Lancaster, Pa.	Miss Stahr's School.	Alice H. Byrne.
Lancaster, Pa.	Yeates School.	Rev. Frederick Gardiner.
Lansdowne, Pa.	Lansdowne High School.	Walter L. Philips.
Lawrenceville, N. J.	Lawrenceville School.	S. J. McPherson, Ph.D.
Lewisburg, Pa.	Bucknell University.	John H. Harris, D.D.
Lititz, Pa.	Linden Hall Seminary.	Rev. Charles D. Kreider.
McDonogh, Md.	McDonogh School.	Sidney T. Moreland.
Meadville, Pa.	Allegheny College.	William H. Crawford, D.D.
Mercersburg, Pa.	Mercersburg Academy.	William Mann Irvine, Ph.D.
Mohegan, N. Y.	Mohegan Lake School.	{ Henry Waters. Albert E. Linder.
Montclair, N. J.	Montclair Military Academy.	John G. Mac Vicar.
Montclair, N. J.	Montclair Public High School.	Randall Spaulding.
Morristown, N. J.	Morristown School.	Francis C. Woodman.
Meyerstown, Pa.	Albright College.	James D. Woodring, D.D.
New Brighton, N. Y.	Staten Island Academy.	Frederick E. Partington.
New Brunswick, N. J.	Rutgers College.	W. H. S. Demarest, D.D.
New Brunswick, N. J.	Rutgers Preparatory Academy	Eliot R. Payson, Ph.D.
New York City (72 St. Nicholas Av.).	Barnard School for Boys.	Wm. Livingston Hazen.
New York City (17 W. 44th St.).	Brearley School.	J. G. Croswell.
New York City.	College of the City of New York.	John H. Finley, LL.D.
New York City (30 W. 16th St.).	College of St. Francis Xavier.	Rev. D. W. Hearn, S.J.
New York City (241 W. 77th St.).	Collegiate School.	L. C. Mygatt, L.H.D.
New York City (34 and 36 E. 51st St.).	Columbia Grammar School.	Benajmin Howell Campbell.

LOCATION.	INSTITUTION.	HEAD OF INSTITUTION.
New York City.....	Columbia University.....	Nicholas Murray Butler, LL.D.
New York City (20 E. 50th St.).....	Cutler School.....	A. H. Cutler, B.A., Ph.D.
New York City (39th St. and 8th Ave.).....	De Witt Clinton High School.	John T. Buchanan.
New York City (226 E. 16th St.).....	Friends' Seminary.....	Edward B. Rawson.
New York City.....	Horace Mann High School...	Virgil Prettyman, Ph.D.
New York City (35 W. 84th St.).....	Irving School.....	Louis Dwight Ray, Ph.D.
New York City (65 E. 83d St.).....	Loyola School.....	Rev. N. N. McKinnon, S.J.
New York City (Grand Boulevard and 131st St.).....	Manhattan College.....	Brother Jerome.
New York City (164 W. 75th St.).....	Misses Rayson's School.....	Amy Rayson.
New York City (Bos- ton Road and 166th St.).....	Morris High School.....	John H. Denbigh.
New York City (Park Av. and 68th St.).....	Normal College.....	J. A. Gillet.
New York City.....	New York University.....	Henry M. MacCracken, D.D., LL.D.
New York City (38 W. 59th St.).....	Sachs' Collegiate Institute.....	Otto Koenig, J.U.D.
New York City (114th St. and 7th Av.).....	Wadleigh High School.....	John G. Wight, Ph.D.
Newark, Del.....	Delaware College.....	George A. Harter, Ph.D.
Newark, N. J.....	Newark Academy.....	Wilson Farrand.
Newark, N. J.....	Newark Public High School..	W. E. Stearns.
Ocean Grove, N. J.....	Neptune Township High School .....	L. A. Doren. { David A. Kennedy, Ph.D. { Mrs. Abby B. Morgan.
Orange, N. J.....	Dearborn-Morgan School.....	Dwight Holbrook, Ph.D.
Ossining, N. Y.....	Dr. Holbrook's School.....	C. F. Brusie.
Ossining, N. Y.....	Mt. Pleasant Academy.....	J. A. Reinhart.
Paterson, N. J.....	Paterson High School.....	Rev. O. S. Kriebel.
Pennsburg, Pa.....	Perkiomen Seminary.....	
Philadelphia (2011 De Lancey Pl.)....	(The) Agnes Irwin School...	Sophy Dallas Irwin.
Philadelphia (Broad and Green Sts.)....	Central High School.....	Robert Ellis Thompson, Ph.D., D.D.
Philadelphia (17th and Wood Sts.)....	Central Manual Training High School .....	William L. Sayre, Sc.D.
Philadelphia, Pa.....	Episcopal Academy.....	William H. Klapp, M.D.
Philadelphia (15th and Race Sts.)....	Friends' Central High School.	Boys' Dep't., J. Eugene Baker. Girls' Dep't., Anna W. Speakman.
Philadelphia (Gtn.)..	Germantown Academy.....	William Kershaw, Ph.D.
Philadelphia (140 N. 16th St.).....	Friends' Select School.....	J. Henry Bartlett.
Philadelphia (Coulter St., Gtn.).....	Germantown Friends' School..	Stanley R. Yarnall.
Philadelphia (Broad and Green Sts.)....	Girls' Commercial High School	Emily L. Graham.
Philadelphia (17th and Spring Garden Sts.) .....	High School for Girls.....	W. W. Birdsall.
Philadelphia (2209 Walnut St.).....	Holman School for Girls.....	Adèle B. Ebhinghausen.

LOCATION.	INSTITUTION.	HEAD OF INSTITUTION.
Philadelphia, Pa. ....	Northeast Manual Training High School. ....	Andrew J. Morrison, Ph.D.
Philadelphia (1720 Arch St.) ....	Philadelphia Collegiate Institute for Girls. ....	Susan C. Lodge.
Philadelphia (1301 Spring Garden St.) ....	Philadelphia Normal School for Girls. ....	J. Monroe Willard.
Philadelphia, Pa. ....	Temple College. ....	Rev. R. H. Conwell.
Philadelphia, Pa. ....	University of Pennsylvania. ....	Charles C. Harrison, LL.D.
Pittsburgh, Pa. (4721 Fifth Ave.) ....	Miss Stuart's School. ....	Ella Gordon Stuart.
Pittsburgh, Pa. ....	Central High School. ....	Edward Rynearson.
Pittsburgh, Pa. ....	Shady Side Academy. ....	W. R. Crabbe, Ph.D.
Pittsburgh, Pa. (Shady Av.) ....	Thurston Preparatory School.	Alice M. Thurston.
Plainfield, N. J. ....	Plainfield High School. ....	I. W. Travell.
Port Deposit, Md. ....	Tome Institute. ....	Francis Ransom Lane.
Pottstown, Pa. ....	Hill School. ....	John Meigs, Ph.D.
Poughkeepsie, N. Y. ....	Riverview Academy. ....	J. B. Bisbee.
Poughkeepsie, N. Y. ....	Vassar College. ....	James M. Taylor, D.D., LL.D.
Princeton, N. J. ....	Princeton University. ....	Woodrow Wilson, LL.D.
Reading, Pa. ....	Boys' High School. ....	Robert S. Birch.
Redbank, N. J. ....	High School. ....	S. V. Arrowsmith.
Rochester, N. Y. ....	University of Rochester. ....	Rush Rhees, LL.D.
Rye, N. Y. ....	Rye Seminary. ....	Mrs. Life and the Misses Stowe.
Schenectady, N. Y. ....	Union College. ....	B. H. Ripton, Dean.
S. Bethlehem, Pa. ....	Lehigh University. ....	Henry S. Drinker, LL.D.
State College, Pa. ....	Pennsylvania State College. ....	Judson P. Welsh, Ph.D.
Summit, N. J. ....	Kent Place School. ....	Mrs. Sarah Woodman Paul.
Swarthmore, Pa. ....	Swarthmore College. ....	Joseph Swain, LL.D.
Swarthmore, Pa. ....	Swarthmore Prep. School. ....	Arthur H. Tomlinson.
Syracuse, N. Y. ....	Syracuse University. ....	Rev. Jas. Roscoe Day, S.T.D., LL.D.
Trenton, N. J. ....	Rand Collegiate School. ....	Edwin W. Rand.
Trenton, N. J. ....	State Model School. ....	James M. Green, Ph.D.
Troy, N. Y. ....	Emma Willard School. ....	Anna Leach.
Utica, N. Y. ....	The Balliol School. ....	{ Mrs. Louise Sheffield Brownell Saunders. Edith Rockwell Hall.
Warren, Pa. ....	Warren High School. ....	W. L. MacGowan.
Washington, D. C. ....	George Washington University	Charles W. Needham, D.D., LL.D.
Washington, D. C. ....	Friends' School. ....	Thomas W. Sidwell.
Washington, D. C. ....	Gallaudet College. ....	Edw. Minor Gallaudet, LL.D.
Washington, D. C. ....	Howard University. ....	Rev. Wilbur P. Thirkield, D.D., LL.D.
Washington, D. C. (Wisconsin Av.) ....	The Washington School for Boys. ....	Louis L. Hooper.
Washington, Pa. ....	Washington and Jefferson Academy. ....	James N. Rule.
Washington, Pa. ....	Washington and Jefferson College. ....	James D. Moffatt, D.D.
Wayne, Pa. ....	St. Luke's School. ....	Charles Henry Strout.
Waynesburg, Pa. ....	Waynesburg College. ....	A. F. Lewis.
West Chester, Pa. ....	State Normal School. ....	G. M. Phillips, Ph.D.
West Chester, Pa. ....	West Chester High School. ....	Addison L. Jones.
Westminster, Md. ....	Western Maryland College. ....	Rev. Thomas Hamilton Lewis, D.D.
Westtown, Pa. ....	Westtown Boarding School. ....	William F. Wickersham.
Wilmington, Del. ....	Friends' School. ....	Herschel A. Norris.
Wilmington, Del. ....	High School. ....	A. H. Berlin.
Yonkers, N. Y. ....	Halsted School. ....	Mary S. Jenkins.
Yonkers, N. Y. ....	Yonkers High School. ....	William A. Edwards.
York, Pa. ....	Collegiate Institute. ....	Rev. E. T. Jeffers, D.D., LL.D.

DELEGATES REGISTERED, 1907.

ALBRIGHT COLLEGE, *Myerstown, Pa.* Clellan A. Bowman.

ALFRED UNIVERSITY, *Alfred, N. Y.* Boothe Colwell Davis.

ASBURY PARK HIGH SCHOOL, *Asbury Park, N. J.* Carl Brands, Eva E. Briggs, Fred S. Shepherd, Principal; Samuel D. Thompson.

BALLIOL SCHOOL, *Utica, N. Y.* Alice S. Butler, Edith Rockwell Hall, Principal.

BERKELEY INSTITUTE, *Brooklyn, N. Y.* J. W. Abernethy, Principal; Francis A. Smith.

BETHLEHEM PREPARATORY SCHOOL, *Bethlehem, Pa.* Thomas K. Smith.

BIRMINGHAM SCHOOL FOR GIRLS, *Birmingham, Pa.* Catherine Allen.

BORDENTOWN MILITARY INSTITUTE, *Bordentown, N. J.* S. W. Landon, Headmaster.

BOYS' HIGH SCHOOL, *Brooklyn, N. Y.* Edwin Fairley, Theodore C. Mitchell, Emberson E. Proper, Ernest Riess, James Sullivan, Principal.

BREARLEY SCHOOL, *New York City.* James G. Croswell, Headmaster.

BUCKNELL UNIVERSITY, *Lewisburg, Pa.* Thomas A. Edwards, John H. Harris, President.

CENTRAL HIGH SCHOOL, *Philadelphia, Pa.* S. E. Berger, Francis Burke Brandt, John Louis Haney, Chessman A. Herrick, Francis H. Lee, William Hughes Mearns, Howard W. Nudd, Nathan Roberts, J. T. Rorer, E. A. Schnabel, George Alvin Snook.

CENTRAL MANUAL TRAINING HIGH SCHOOL, *Philadelphia, Pa.* John T. Brackin, Edward A. Partridge, William L. Sayre, Principal.

CHESTNUT HILL ACADEMY, *Chestnut Hill, Pa.* J. L. Patterson, Headmaster.

COLGATE UNIVERSITY, *Hamilton, N. Y.* Newton Lloyd Andrews, W. H. Crawshaw, Dean.

COLLEGIATE SCHOOL, *New York City.* Frank S. Morse, L. C. Mygatt, Principal.

COLLEGE OF THE CITY OF NEW YORK, *New York City.* Joseph Allen, Barclay W. Bradley, Philip P. Brant, Edmund Burke, Walter E. Clark, Alfred G. Compton, Mario E. Cosenza, L. W. Crawford, George A. Daly, Louis Delomarre, R. B. MacDougall, Stephen P. Duggan, Mrs. George V. Edwards, George V. Edwards, V. Fuentes, Howard C. Glenn, W. B. Guthrie, Samuel B. Heckman, P. T. Kammerer, Carl W. Kinkeldey, David Klein, George Lamouret, Emory B. Lease, H. N. S. Lowther, George W. McClelland, Thomas R. Moore, Homer C. Newton, Engelbert Neus, Frederick M. Pedersen, Frederick G. Reynolds, George G. Scott, John R. Sim, Fitzgerald Tesdall, C. A. Toursauit, A. B. Turner, Joseph L. Tyman, Adolph Wemer, E. E. Whitford.

COLUMBIA UNIVERSITY, *New York City.* Charles H. Elliott, Frederick A. Goetze, W. Addison Hervey, Ida M. Hollis, Gonzalez Lodge, Fannie P. Mathes, Nelson G. McCrea, Henry B. Mitchell, Julius Sachs.

COMMERCIAL HIGH SCHOOL FOR GIRLS, *Philadelphia, Pa.* H. Nesbit Buddin, Esther V. Davis, Luise C. Ehlers, Elizabeth B. Janney, Maude B. Hansche, Agnes H. Long, Emma J. Longstreh.

CORNELL UNIVERSITY, *Utica, N. Y.* H. W. Humble.

DARTMOUTH COLLEGE, *Hanover, N. H.* John K. Lord.

DEARBORN-MORGAN SCHOOL, *Orange, N. J.* David A. Kennedy.

DELAWARE COLLEGE, *Newark, Delaware.* George A. Harter, President.

DEWITT CLINTON HIGH SCHOOL, *Yonkers, N. Y.* T. Montester.

EASTERN DISTRICT HIGH SCHOOL, *Brooklyn, N. Y.* Charles E. Dixon, David H. Holmes, Anna L. Phillips, Aline C. Stratford, William T. Vlymen, Principal.

EASTERN HIGH SCHOOL, *Baltimore, Md.* Laura V. DeValin, Harriett E. Ebaugh, Katherine M. Lewis, Robert Wright, Principal.

EASTON HIGH SCHOOL, *Easton, Pa.* E. C. Lavers, J. H. Lindenmann.

ERASMUS HALL HIGH SCHOOL, *Brooklyn, N. Y.* W. B. Gunnison, Principal; Sidney S. Stacey, Kate E. Turner.

ESSEX COUNTY SCHOOLS, *New Jersey.* A. B. Meredith, Superintendent.

FRANKLIN AND MARSHALL ACADEMY, *Lancaster, Pa.* T. G. Helm, M. W. Witmer.

FRANKLIN AND MARSHALL COLLEGE, *Lancaster, Pa.* A. T. G. Apple, John B. Kieffer, John S. Stahr, President.

FRIENDS' SCHOOL, *Baltimore, Md.* Edward C. Wilson, Principal.

FRIENDS' CENTRAL HIGH SCHOOL, *Philadelphia, Pa.* J. Eugene Baker.

FRIENDS' SELECT SCHOOL, *Philadelphia, Pa.* John B. Dillingham, J. Henry Bartlett, Principal; Jane W. Bartlett.

FRIENDS' SCHOOL, *Wilmington, Del.* Herschel A. Norris, Floyd P. Johnson

GERMANTOWN FRIENDS' SCHOOL, *Philadelphia, Pa.* Elizabeth T. Roberts, E. M. Wistar, Stanley R. Yarnall, Principal.

GEORGE SCHOOL, *Pennsylvania.* Joseph S. Walton, Principal; Mrs. Joseph S. Walton, J. Barnard Walton.

GEORGE WASHINGTON UNIVERSITY, *Washington, D. C.* H. L. Hodgkins, Dean.

GIRLS' HIGH SCHOOL, *Brooklyn, N. Y.* William L. Felter, Principal; Charlotte Smith.

HALSTED SCHOOL, *Yonkers, N. Y.* Mary Sicard Jenkins, Principal; Helen A. Cobb, Clara Bohm.

HAVERFORD COLLEGE, *Haverford, Pa.* Isaac Sharpless, President.

HIGH SCHOOL FOR GIRLS, *Philadelphia, Pa.* Edith B. Albright, Jessie E. Allen, William W. Birdsall, Principal; Amelia C. Blight, Anna M. Breadin, Emma H. Carroll, Margaret H. Coyle, Ada B. Curtis, Anne Farson, L. H. Haeseler, Ada V. Hubbs, Alice M. Hutchings, Ida A. Keller, Eleanor L. McKenna, Sarah P. Miller, Elmira Lodor, Katherine E. Puncheon, Margaret Sproul, Emma L. G. Thomas, Margaret S. Prichard.

HOBART COLLEGE, *Geneva, N. Y.* John Archer Silver, Langdon C. Stewardson, President.

HOLBROOK SCHOOL, *Ossining, N. Y.* Dwight Holbrook.

HOLMAN SCHOOL, *2204 Walnut Street, Philadelphia.* Harriett M. Brownell.

HORACE MANN HIGH SCHOOL, *New York City.* C. M. Baker, C. E. Bikle, Edward E. Hanch, Alexander J. Inglis, Virgil Prettyman, Principal.

HOWARD UNIVERSITY, *Washington, D. C.* Wilbur P. Thirkield.

JACOB TOME INSTITUTE, *Port Deposit, Md.* Thomas S. Baker.

JOHNS HOPKINS UNIVERSITY, *Baltimore, Md.* Edward H. Griffin, Dean.  
KENT PLACE SCHOOL, *Summit, N. J.* Mrs. Sarah W. Paul, Principal; Miss A. S. Woodman.  
LANSDOWNE HIGH SCHOOL, *Lansdowne, Pa.* Walter L. Phillips, Principal.  
LAWRENCEVILLE SCHOOL, *Lawrenceville, N. J.* Fletcher Durell.  
LINDEN HALL SEMINARY, *Lititz, Pa.* Josephine F. Ancona, Charles D. Kreider, Mrs. Charles D. Kreider.  
LOYOLA SCHOOL, *New York City.* Rev. Francis A. Breen, S.J.; Rev. W. Coleman Nevils, S.J.  
MACKENZIE SCHOOL, *Dobbs Ferry, N. Y.* James C. Mackenzie, Director; William N. Marcy, Wyatt W. Randall, Frank P. R. VanSyckel.  
MANHATTAN COLLEGE, *New York City.* Brother Adjutor, Brother Berthald, Brother Anthony Byrne, Brother Chrysostom.  
MANUAL TRAINING HIGH SCHOOL, *Brooklyn, N. Y.* Sarah E. Bawden, Albert J. V. Kern, Charles D. Larkins, Principal.  
MCKINLEY MANUAL TRAINING HIGH SCHOOL, *Washington, D. C.* George E. Myers, Principal.  
MERCERSBURG ACADEMY, *Mercersburg, Pa.* James G. Miller.  
MONTCLAIR ACADEMY, *Montclair, N. J.* C. Frank Phipps.  
MONTCLAIR HIGH SCHOOL, *Montclair, N. J.* Mary Alinda Lathrop, Randall Spaulding, Principal; H. J. Turner.  
MORAVIAN PAROCHIAL SCHOOL, *Bethlehem, Pa.* Albert G. Rau, Principal.  
MORRIS HIGH SCHOOL, *New York City.* G. S. Blakely, James E. Peabody, A. Everett Peterson, Frederick C. White.  
MORRISTOWN SCHOOL, *Morristown, N. J.* Francis C. Woodman, Headmaster.  
NEWARK ACADEMY, *Newark, N. J.* Samuel A. Farrand, Headmaster; Wilson Farrand, Headmaster; Emery W. Given, M. I. Snyder.  
NEWARK HIGH SCHOOL, *Newark, N. J.* Katherine F. Belcher, M. Buttuer, H. L. Fassett, P. Nicholas, W. C. Sandy.  
NEW ROCHELLE SCHOOLS, *New York.* Albert Leonard, Superintendent.  
NEW YORK UNIVERSITY, *New York City.* Henry M. MacCracken, Chancellor; John H. MacCracken, E. G. Sihler.  
NORMAL COLLEGE, *New York City.* Edward S. Burgess, Claudine Gray, C. F. Kayser, Lena G. Norton, G. M. Whicher.  
PATERSON HIGH SCHOOL, *Paterson, N. J.* Mellinger E. Henry, J. A. Reinhart, Principal.  
PENN HALL, *Chambersburg, Pa.* M. C. Ihlseng, Principal.  
PITTSBURGH HIGH SCHOOL, *Pittsburgh, Pa.* Edward Ryneerson, Director.  
POLYTECHNIC PREPARATORY SCHOOL, *Brooklyn, N. Y.* Alvan E. Duerr, Headmaster; Erwin S. Spink.  
PRINCETON UNIVERSITY, *Princeton, N. J.* N. E. Griffin.  
RIEGELSVILLE ACADEMY, *Riegelsville, Pa.* Glen C. Heller, Principal.  
RIVERVIEW ACADEMY, *Poughkeepsie, N. Y.* Josiah Bartlett.  
RUTGERS COLLEGE, *New Brunswick, N. J.* Louis Bouvier.  
SACHS COLLEGIATE INSTITUTE, *New York City.* Edward B. Chamberlain, Otto Koenig, Principal.  
SHADY SIDE ACADEMY, *Pittsburgh, Pa.* W. R. Crabbe, Principal; F. W. Gage.

SOUTHERN MANUAL TRAINING HIGH SCHOOL, *Philadelphia*. H. C. Whitaker.

STATE COLLEGE, *Pennsylvania*. Judson P. Welsh, Mrs. Judson P. Welsh.

STATE MODEL SCHOOL, *Trenton, N. J.* Sarah R. Budd, James M. Green, Principal; Ray H. Whitbeck.

ST. FRANCIS XAVIER'S COLLEGE, *New York*. Rev. Thomas J. McCluskey, S.J., President.

ST. JOHN'S COLLEGE, *Annapolis, Md.* Thomas Fell, President.

ST. PAUL'S SCHOOL, *Garden City, L. I.* Walter R. Marsh, Headmaster. (MISS) STUART'S SCHOOL, *Pittsburgh, Pa.* Ella Gordon Stuart, Principal.

STUYVESANT HIGH SCHOOL, *New York City*. William E. Breckenridge.

SWARTHMORE COLLEGE, *Swarthmore, Pa.* Benjamin F. Battin, Cornelius J. Shoemaker.

SWARTHMORE HIGH SCHOOL, *Swarthmore, Pa.* B. Holmes Wallace.

SYRACUSE UNIVERSITY, *Syracuse, N. Y.* W. H. Mitzler.

TEACHERS' COLLEGE, *New York City*. Franklin T. Baker.

TEMPLE COLLEGE, *Philadelphia*. Laura H. Carnell, Dean.

UNION COLLEGE, *Schenectady, N. Y.* Horace G. McKean, Frank W. Smith.

UNIVERSITY OF PENNSYLVANIA, *Philadelphia*. Edwin S. Crawley, Arthur H. Quinn.

UNIVERSITY OF ROCHESTER, *Rochester, N. Y.* Rush Rhees, President.

UNIVERSITY OF TORONTO, *New York*. H. S. Robertson.

URSINUS COLLEGE, *Collegeville, Pa.* George Leslie Omwake, Dean.

VASSAR COLLEGE, *Poughkeepsie, N. Y.* Gertrude Buck, M. Cloyd Burnley, Abby Leach, Ella McCaleb, James M. Taylor, President; Harry S. White, Marian P. Whitney, Laura J. Wylie.

WADLEIGH HIGH SCHOOL, *New York City*. Bertha Bass, W. W. Clendenin, Robert H. Cornish, J. Stewart Gibson, A. L. Hodges, A. P. MacVey, Clara Seidensticker, M. Grace Stone, Jane I. Taylor, John G. Wight, Principal.

WASHINGTON AND JEFFERSON ACADEMY, *Washington, Pa.* James N. Rule, Principal.

WASHINGTON AND JEFFERSON COLLEGE, *Washington, Pa.* Edward M. Weyer.

WEST CHESTER HIGH SCHOOL, *West Chester, Pa.* A. Bertha Miller.

WESTERN HIGH SCHOOL, *Baltimore, Md.* David E. Weglein, Principal.

WESTERN MARYLAND COLLEGE, *Westminster, Md.* T. H. Lewis, President.

WESTTOWN BOARDING SCHOOL, *Westtown, Pa.* William F. Wickersham, Principal.

WILMINGTON HIGH SCHOOL, *Wilmington, Del.* Mary J. Ballance.

WOMAN'S COLLEGE, *Baltimore, Md.* W. H. Malthie.

WOMAN'S COLLEGE, *Frederick, Md.* J. H. Apple, President; Mrs. J. H. Apple.

YONKERS HIGH SCHOOL, *Yonkers, N. Y.* Rose A. Baird, M. L. Chatterton, Elizabeth Cutting, Evelyn M. Denison.

YORK COLLEGIATE INSTITUTE, *York, Pa.* E. T. Jeffers, President.

